

Report  
Minister of Education  
Province of Ontario  
(CANADA)  
1920








May 11/21  
to Sept. 9/21  
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# REPORT

OF THE

# Minister of Education

## Province of Ontario

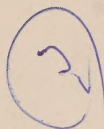
FOR THE YEAR

# 1920

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# REPORT

## OF THE

# MINISTER OF EDUCATION

## FOR THE YEAR 1920

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*To His Honour,*

LIONEL H. CLARKE, ESQ.,

*Lieutenant Governor of the Province of Ontario.*

YOUR HONOUR,—I have the honour to present the annual report of the Department of Education for the year 1920.

During the past year the school system, and education generally, has aroused widespread interest. Many meetings have taken place both in the rural parts and in urban centres. In former times a few phases of education usually absorbed attention. The efficiency of the whole system is now under review, and there is a common desire to amend what is amiss. The discussions are not of a party or political kind. The deliberate judgment of the people, rather than a passion for hasty decision, is being brought to bear, and this is satisfactory from all points of view. It is essential, if real progress is to be made, that the trustees, the teachers, and the Department should work together. The control of the system being largely local and partly central has led, by a process of evolution, to a condition which demands an alert popular intelligence. The steps taken by Ontario in developing the original structure designed by the founder, Dr. Ryerson, have tended to co-ordinate the various parts without destroying the division of authority between the Legislature and the school boards. Whatever changes the future may have in store, it is improbable that this principle, which rests at the root of our system, will be abandoned. When the Legislature, upon the advice of Dr. Ryerson, created a Minister of Education, it decided that the final source of power must be the elected representatives of all the people. Important as this decision was, when compulsory elementary education was seen to be vital to the welfare of the Province, it is doubly important now that the age for compulsory schooling, either in whole or in part, has been advanced to eighteen years. As this policy steadily develops, the duty of the Legislature in maintaining unity of aim and purpose, and in supplying the necessary support so that the rate of progress may be general and not confined to the wealthier portions of the Province, will become clearer. The right of all young people in Ontario, whether they live in town or country, to equality of opportunity in education will always be best asserted by legislative action. To be effective, such action must be based upon public opinion. It will be a reasoned opinion, or it will not prevail. Ample scope is left for leadership, but those who lead will be governed by the strongest moral, social, economic and political

forces. Democratic, not arbitrary, control is the hope of education, since any plan imposed upon the community will in due time lose its vitality. Whether expressed in these terms or not, the attitude of Ontario toward education during 1920 has been plainly inspired by these considerations.

### **Aid to Universities**

The problems to which the Department has addressed itself during 1920 included the financial aid to universities, the support of elementary schools, especially rural schools, the system of inspection, the condition of the secondary schools, including their financial basis, and the encouragement of medical and dental inspection, agricultural instruction and certain other phases of the school programmes. The question of university aid has lacked, for some years, a definite plan. On assuming the office of Minister I found that the Provincial University, which has the prior claim to state support, had been curtailed in its revenues by a departure from the agreement reached in 1906 under the Government of Sir James Whitney. This agreement, which was embodied in a statute by the Legislature, had taken account of the previous engagements entered into by the Province in 1884 whereby other universities, such as Victoria and Trinity, and such colleges as Knox, Wycliffe and St. Michael's, had been induced to enter into a consolidation or federation. This arrangement was intended to avert over-expenditure upon higher education. It entailed, as a condition, an adequate support of the Provincial University, which was to do work common to all the institutions concerned. Two of the universities, in consequence, temporarily yielded their power to grant degrees. The Act of 1906 still further cemented the union and made provision for its permanency. When the promised revenues were cut down, as already stated, the central institution in carrying out a policy sanctioned by the Legislature began to show deficits. These deficits were met by annual votes of the House. This plan was open to many objections. It did not impress me as either businesslike or beneficial. Another obligation had, meanwhile, developed and has been assumed by the Legislature. This was the claim of Queen's and Western Universities to public aid for the facilities which they afforded to the eastern and western sections of the Province in the work of higher education. It was found impossible, with the information at disposal, to determine justly and wisely what course should be pursued to meet the situation. To deal with it lay beyond the ordinary function of the Department, which, as an organization, does not control the university part of our system. The Government decided to appoint a Royal Commission of inquiry with Hon. H. J. Cody, formerly Minister of Education, as Chairman, and to associate with him the following gentlemen: Sir John Willison, Messrs. T. A. Russell, J. Alex. Wallace, C. R. Somerville and A. P. Deroche. The Commission has performed the important labours entrusted to it with zeal, intelligence and intimate knowledge of the various problems involved. The report of the Commission has already been presented to your Honour and made public. It has been received with general approval. I commend its decisions to the best judgment of the Province and of the Legislature and take this opportunity of thanking the members of the Commission for the excellent work they have done.

### **The Elementary Schools**

The outstanding facts in relation to elementary schools are encouraging. There is an increase in their number. The average daily attendance of pupils is much better. The salaries of teachers are higher. The statistics available are for



the calendar year 1919, but partial returns for 1920 confirm the progressive movement in all these respects. The number of elementary schools was 6,738, and the average attendance 357,997 with a larger number of pupils enrolled. The total value of school buildings, sites and equipment, is about \$52,000,000. The increase is considerable as compared with previous years. The salaries of teachers in 1919 showed steady advances, although not in proportion to the requirements of the situation. For many years the teaching profession has been underpaid and the effect has been twofold: to deplete the ranks of men teachers (they are now less than 10 per cent. of the whole), and to give small inducement to women teachers to remain. The effect upon the schools has been injurious from both causes. A good supply of young inexperienced teachers, however bright and well-trained they are, does not give the results desired. As has been said so often, the teacher is the school. To modify the course, to provide better buildings, to create a wider unit of administration are all excellent lines of advancement. The fundamental problem is the quality and experience of the teacher. To hold the best teachers in the schools, by making the profession attractive for men as a life's vocation and for women until marriage withdraws them, is the first step toward the re-vitalization of elementary education. While the salary paid is not the sole factor with a profession so unselfish as the teachers, it is undoubtedly a strong influence in shaping the careers of young men and women. With this object in view and guided by the experience of other communities similar to ours, both at home and abroad, the policy of the Department has been to lend strong support to a higher salary scale. The outlook at the beginning of 1920 rendered this policy imperative. It was decided to meet the emergency by increasing the township grants for salaries (making clear the power of those municipal bodies to pay more if they so desired) and to distribute the legislative grants to rural schools so as to induce boards to pay the highest salaries compatible with their resources. The legislative grant to elementary schools was accordingly made higher than in any previous year. In 1918 the amount was \$970,585, in 1919 it was \$1,316,529, and for 1920 the Legislature generously voted \$1,535,000. The result was satisfactory, in that the average salary for both urban and rural schools which was for male teachers \$1,226 in 1918, increased to \$1,348 in 1919, while the scale for women teachers increased in the same year from \$707 to \$817. The urban salaries, always higher than the rural, bring the average up. The rural salary in 1919 for women teachers, who form the vast majority, was but an average of \$663, which was too low. It became necessary, therefore, to bring the new policy to bear upon the rural schools.

#### Increase in Salaries

The effect, incomplete as are the statistics for 1920, has been a remarkable increase of salaries in rural and the smaller urban schools. Many inspectors have made special reports to indicate in a general way the situation when the schools opened in September, 1920. The particulars are instructive:

Inspector.	Inspectorate.	Increase.
Richard Lees .....	Peterborough E. ....	About 25 per cent.
Jas. Colling .....	Hastings N. ....	15 "
J. A. Taylor .....	Elgin W. ....	\$75 to \$375.
I. D. Breuls .....	Renfrew N. ....	33 per cent.
W. J. Galbraith .....	Peel .....	\$254 average
T. W. Standing .....	Brant and Norfolk (in part) .....	\$193 "
Robert Boyes .....	Northumberland and Durham, No. 3. ....	\$250 "

Inspector.	Inspectorate.	Increase.
A. L. Campbell	York West	30 per cent.
James F. McGuire	Leeds and Grenville, No. 1	35 "
J. W. Hagan	Manitoulin, Algoma and Sudbury (in part)	\$250 average.
W. H. G. Colles	Kent East	56½ per cent.
F. W. Sheppard	Waterloo N.	32 "
G. G. McNab	Renfrew S.	\$210 average
J. W. Odell	Northumberland and Durham, No. 2	33½ to 60 per cent.
Wm. Irwin	Perth N.	25 per cent.
Lambert Norman	Waterloo S.	31 "
Henry Conn	Lambton W.	20 "
James McNiece	Welland S.	41 "
J. L. Garvin	Simcoe N.	60 "
J. M. Cole	Oxford N.	30 "
R. A. Paterson	Oxford S.	32 "
W. R. Liddy	Dufferin	53 "
E. E. Snider	Northumberland and Durham No. 1	35 "
M. R. Reid	Frontenac N. and Addington	34 "
P. J. Thompson	Middlesex East	\$185 average
J. H. Smith	Perth S.	25 per cent.
N. McDougall	Lambton E.	\$200 average
J. W. Marshall	Welland N.	27 per cent.
Geo. A. Carefoot	Lincoln	25 "
Isaac Day	Simcoe E.	25 "
Robert Wright	Grey S.	30 "
John Ritchie	Thunder Bay	25 "
J. C. Smith	Elgin E.	13 "
W. C. Dowsley	Leeds and Grenville, No. 2	30 "
F. P. Smith	Prince Edward	28 "
J. L. Moore	Parry Sound	44 "
W. F. Bald	Bruce W.	\$100 to \$300
S. A. Truscott	Frontenac S.	33 per cent.
D. M. Christie	Sudbury (in part) and N. Nipissing	37 "
H. B. Fetterly	Dundas	35 "
P. W. Brown	Timiskaming and Nipissing (in part)	33 "
W. A. Wilson	Timiskaming N. and Algoma N.	30 "
H. F. Cook	Norfolk	\$200
J. W. Crewson	Glengarry	34 per cent.

The increases in salaries during the last school year amounted, apparently, to a general increase of from 30 to 35 per cent. In some cases the increases are much greater in the salaries of rural school teachers. The effect of these increases will, no doubt, be to increase the number of fully qualified teachers throughout the Province and to make the position of the teacher more permanent. An additional increase amounting possibly to not less than 20 per cent. may be looked for during the coming year. About 40 per cent. of the inspectors report that there is less moving from school to school than formerly. About 20 per cent. do not think conditions have greatly changed. The remaining 40 per cent. are not yet in a position to give a decisive opinion.

#### The Influence of Example

On this question of salaries, it is well worth while to note the views now being expressed in the United States. Mr. Claxton, Chief of the Bureau of Education, at Washington, declared in an address to the National Education Association:

"The average wealth production of the adult worker of the United States is not far from \$1,250 a year—probably somewhat more. The average for



men and women of ability, preparation, and industry of such teachers as we are talking about, cannot be less than \$2,000; it is probably nearer \$3,000, \$4,000 or \$5,000. But in view of the fact that teaching is by its very nature an altruistic calling, and also because it may reasonably be supposed that the purchasing power of the dollar will increase considerably within the next few years and the cost of living as measured in dollars relatively decrease, let us agree on \$2,000 as an average salary for teachers in the elementary and secondary schools of the United States. This is three times as much as the average for the year 1917-18 and more than 150 per cent. above the average for the year 1919-20.

"If the pay to beginners is so fixed that the average for all teachers in the first year in urban and rural elementary schools and high schools is \$1,200 this will allow other salaries of \$2,500, \$3,000, \$3,500 and \$4,000. Salaries of \$5,000 or more may be held out as rare prizes for those who have gained experience and have proven their worth and who are willing and able to pay the price of such great and fine service as is recognized by unusual rewards in other professions."

It will be said, correctly enough, that conditions in Ontario and in the United States are not identical. But they are, in a general way, similar, and we would fall into error if we ignored their experience, educational experiments, and attitude. Two other observations of Mr. Claxton call for serious consideration, because they are of universal application. They sum up the situation with which the people of Ontario have to deal:

"Our power to produce and to pay will and must depend on the health, knowledge, skill, purpose, and will of the people; that is, on their education. How much can we afford to pay for education? Since education is a factor which cannot be eliminated from the wealth-producing power of the people and since all wealth depends on education, we can as a people afford to increase our appropriations for education until the increase in cost becomes greater than the increase in the productive power which comes through education. No people have ever yet found the limit.

"Will the people pay? The wealth is theirs, the children are theirs, the schools are their agents, owned and supported by them for the education of their children and for the attainment of all that this means and can be made to mean for their own happiness, for the individual welfare of their children, for the production of material wealth, for the individual and common good, for the public welfare, for civic righteousness and social purity, for strength and safety of state and nation, and for all that patriotism means and all that supports life and makes life worth living. I have faith to believe that when the people are made to understand this they will respond. They have never failed. They will not fail now."

#### Ontario's Attitude

The people of Ontario have already made great sacrifices for education. They are in no wise open to the charge of lagging behind the van of progress. The urban centres, with their greater concentration of population and tax-paying facilities, impress the eye more favourably with fine buildings and playgrounds. But the rural boards have invested largely in school expenditures. The value of rural school buildings, sites and equipment is about \$15,000,000. To support the rural schools, the localities tax themselves to an extent that is not always kept in mind. Either in the form of township grants, or by taxes raised by the school

sections, the rural trustees spent \$6,685,766 in 1919. The total amount expended upon elementary education in 1919, both urban and rural, by the people themselves was \$18,851,627. This, of course, is exclusive of the cost of technical, high school and university education. The amount is expended by trustee boards, emanating from the tax-payers, and a true reflex of popular regard for the duty of education. It would be a mistake to indulge in any boasting about Ontario's zeal in the training of her people, at a time when so much remains to be done and when so many complex problems perplex the best exponents of education, but anyone who supposes that the Province is apathetic and prone to look upon the cost alone has failed to examine the facts of the situation which are readily accessible to all. It is, therefore, a satisfaction to feel that when Mr. Drury, the head of the present administration announced that a penurious policy in education was not the aim to be kept in view, but that we must look to more, not to less, expenditures upon the schools, he expressed with absolute accuracy the wishes and intentions of the parents of pupils. It is true that value must be got for the money and that on this point differences of opinion will develop. This is by no means undesirable. The more discussions we have, conducted in a constructive spirit and not mere carping, the better the results. No one individual, and no group of individuals, can know all that must be done in education during a period when economic, moral and social questions of a far-reaching kind engross the thoughts of thinking men and women. By co-operation and by a readiness to adapt and apply the advice of the best minds we shall make permanent advances.

### Consolidation of Schools

No complaint can fairly be made of the progress of consolidation. Under the law of 1919 there have been formed ten consolidated schools. These are situated at Stratton, Dorion, Tarentorus, Stamford, Barwick, Mindemoya, Benmiller, Wellington, Savard and Etobicoke. The law is not compulsory, but permissive. It proceeds upon the principle that the local units are to be convinced, not constrained. A great campaign of debate has taken place throughout the Province upon the subject. More than two hundred meetings have been held. The Department has sent its own officers to conferences and meetings as far as their regular duties allowed. They have been ably assisted by the county inspectors, whose special knowledge of each locality has been invaluable. The Trustee Association, largely composed of rural trustees, has lent its best efforts to aid in organizing the movement in those parts of Ontario where it is manifestly the best remedy for educational inefficiency. In this connection the services of Rev. Mr. Morris and Rev. Mr. Wilson have been especially useful, and the help of the organization as a whole, owing to its representative character and its freedom from strictly official inspiration, has been in the direction of making the discussions a perfectly free debate. A coercive policy would not, in my judgment, hasten consolidation in a beneficial way. There are localities, fully known only to those who reside in them, where consolidation could not be worked at the present time. Time must be given for adequate consideration. This may seem a slow method of reorganization, but it is the one best adapted to the conditions existing in Ontario. There are everywhere at least two deterrent influences which affect consolidation of schools. Generous as are the financial inducements offered by the Legislature, the consolidated school cannot be put forward as a cheap kind of school. It is not a device for saving money. Its aim is to provide a better kind of school where country boys and girls may receive advanced education which the isolated school, staffed as it is, cannot



give. Secondly, the combining units merge their separate interests for all time in the new school. In other words the various sections lose their identity. The former law to encourage consolidated schools contemplated union for a term of years and usually led, when tried, to withdrawals at the end of the period. The reluctance of school sections to permanent effacement is natural. From the standpoint of the educational structure, Ontario is an old province. Some of the school sections date back more than two generations, and there are cases where memorials exist in honour of the pioneers who first settled the area and who developed its agricultural, social and educational activities together. Such traditions are not lightly parted with and are moreover linked to the desire for self-government, which is the genius of our institutions. The school section, if not the oldest, is the unit of administration which is closest to the people and those who compose it desire to know exactly what the substitute is before they abandon the present system. Their hesitation is, therefore, honourable to them and is in no sense due to sluggish neglect of school improvement. That the one-roomed ungraded school has in most cases ceased to fulfil its purpose is generally recognized, and wherever consolidation is practicable and the real remedy for the present situation, I am confident it will be adopted. Where physical and other conditions are the bar to union, another measure for centralized advanced instruction must be devised and carried out. A reform of this kind, which depends for success upon the cordial support of the people affected, cannot be imposed upon the rural population without their acquiescence, nor can it safely proceed from some abstract theory that, as the good of the state calls for compulsory education, a system that was useful in its day may be uprooted with impunity. The policy of consolidated schools is so good in itself and so well designed for many rural areas that any delay in its adoption will not be long.

### The System of Inspection

The inspection of schools, like some other parts of the school system, has been the product of circumstances. The power of appointment, the qualifications prescribed for the holders of the office, and the scale of remuneration, have all been determined by various considerations at different periods. Some hold office directly from the Crown, as in the cases of the inspectors of high schools, continuation schools, district schools and separate schools. Some are appointed by the county councils and some by urban boards. The salary schedule has been affected to a considerable degree by the diversity of appointment, and in the cases of county inspectors is borne partly by the Legislature and partly by the county authorities. All inspectors, by whomsoever appointed, are governed by regulation. As a body the inspectors, like the teachers, have been overworked and underpaid. There is a well-grounded belief that the qualifications, academic and professional, call for revision, and that the county inspectors should be paid by one authority and not as at present, by two. The observations upon these and upon other points made by Dr. Waugh, the Chief Inspector, in his annual report, are worthy of close consideration, and illustrate the contention that the time has come for such modifications of existing regulations as may tend to make the office of inspector more attractive to the very best teachers and provide more time for the educational work, which should be a first charge upon the office. One change has been made during the year which should bring relief. The inspectors have complained, not unreasonably, that the demand upon their time for purely clerical and statistical returns has increased greatly with the years. The departmental returns, upon which the distribution of the legislative grants is based, call for information which

the inspectors supply. The superannuation of teachers whose contributions are withheld from the grants entails a set of returns that are affected by all changes of staff and of salary. A new system has been devised by which the labours of the inspectors for these purposes will be sensibly lightened. The work must be done by someone, and much, if not all, of the arithmetical calculations involved have been transferred to the Departmental staff. Efforts will be made to have this duty performed in part by temporary employees, so as to make no permanent addition to the regular staff.

### **Industrial and Technical Education**

The extension of vocational training in the province proceeds apace. The work carried on in day and evening schools in industrial, technical and art classes, reveals satisfactory results as to attendance and the interest taken in the subject by the communities concerned. The report of Dr. Merchant, Director of Industrial and Technical Education, indicates a healthy condition of affairs. The day schools contain 4,790 pupils and the number of pupils on the roll of evening classes exceeds 26,000. The extension of this kind of instruction has been limited, in the past, as the Director points out, by the lack of buildings and equipment, and this difficulty is now being removed by aid from the funds voted by the Province and by the Federal Parliament. The plan of distribution is based upon an agreement with each municipality by the terms of which the local authority pledges itself to utilize the accommodation provided to its fullest capacity and provide suitable management, staff and equipment. Of the Federal money about \$225,000 has already been paid over. The new plan has stimulated building, and as localities determine their needs for this class of school the money for building is available. How to determine the requirements of each locality is exemplified in the case of Peterborough, where the officials of the Department, at the request of the city, have made a survey of the whole situation, and thus furnished the necessary information. The report of this survey should be read by all who desire to know the method of arriving at a definite idea of what should be done. The staff of the Department devoted to this branch of education has been fully occupied during the year and their services are available for all places. The organization of the classes for girls and women in home-making and occupations especially suited to women, has been put in charge of Miss McKim, whose experience and training fit her for the work. Miss McKim began her duties in September last, and has already visited most of the schools, assisting principals and teachers in organization and methods of instruction.

### **The Adolescent Act**

The accommodation that will have to be provided for pupils between the ages of fourteen and sixteen has been a subject of deep interest to urban centres, since that section of the Act was proclaimed to come into force on September 1st, 1921. It may be well to quote the words of Dr. Merchant on this point:

School Boards are particularly interested at the present time in obtaining information regarding the number of pupils for whom full-time and part-time instruction must be provided under section 3 of The Adolescent School Attendance Act. Calculations have been made from actuarial tables and the returns of the Dominion census, and the results have been carefully compared with the information obtained in the surveys made by the officers of the Department. The general conclusion is that adolescents between fourteen and sixteen years of age



constitute about 3.5 per cent. of the population in urban centres, and that of the total number of adolescents within these age limits from fifty to sixty per cent. are already in attendance at school. While the numbers may vary in different municipalities, the figures are sufficiently accurate to give boards a fair idea of the number of pupils to be provided for under a strict enforcement of the Act.

### The Secondary Schools

Two considerations of much importance arise out of the present situation in respect to the secondary schools. One is the financial support of these schools, and the other relates to their educational efficiency. In point of number and of attendance the secondary schools are prosperous. The high schools and collegiate institutes number 167 with an enrolled attendance of 33,036 pupils, while the continuation schools number 137 with the enrolled attendance 5,126. The increased grants of 1920 have greatly relieved the financial position of the continuation schools, although the difficulty of securing qualified teachers, even at somewhat advanced salaries, is severely felt. The total cost of maintaining the secondary schools in 1919 was \$3,136,743. Of this sum \$2,748,042 goes to the support of the high schools and collegiate institutes. In many cases, especially the high schools that admit county pupils and are partly dependent on county support, the financial condition is not satisfactory. During the war little building was attempted and the increased attendance, together with the necessity of providing facilities which stood over till the war should close, has brought high school boards face to face with an expenditure of considerable magnitude. The reports of the high school inspectors confirm the representations made by an influential deputation of trustees to the Government during the sitting of the Legislature in 1920. The higher salaries that must be paid and the larger attendance call for increased revenue for maintenance. This situation may be partly met by increasing the legislative grant which will automatically increase the county grant by a similar amount, and also by raising the rates paid by the counties for county pupils. It does not, however, dispose of the question of the capital expenditures which will be entailed by the erection of new buildings. This problem does not press in a few large and wealthy cities, but to many high school centres it is a serious matter for which some solution must be found.

A word may be said as to salaries of secondary school teachers. These salaries have never been adequate, although they have appeared to be so in comparison with those paid to the teachers in elementary schools. The fact that the proportion of male teachers has dropped to 48.63 per cent., although a number of men on war service returned to the profession in 1919, tells the tale. No English-speaking community anywhere has a more talented and scholarly body of men and women than Ontario has in its high school teachers. The expense of their education and the fact that they must look to their profession for permanent careers point to the wisdom as well as the justice of maintaining a generous salary scale. Otherwise it is certain that the high school staffs will be drained of their best material. An inquiry has been made under the auspices of the Department to explain why so many teachers in secondary schools who were employed during 1919-20 are not there now. Some withdrew from perfectly natural causes, such as marriage in the case of women teachers, but there remains the significant fact that 181 members of the staffs of 1919-20 are not teaching now.

The second consideration of consequence affecting secondary schools is the work of the competent and representative committee on the courses of study which has been sitting at intervals during the past six months. The labours of this

committee will probably have a profound influence on the future of secondary education. Its members have had under review many phases of high school work. Three in particular may be mentioned: (1) The effect on the schools of preparing pupils for matriculation and for the teaching profession, (2) the division between elementary and secondary school courses, and (3) the larger number of subjects in demand by different types of pupil. Not the least interesting problem is the need arising out of the Adolescent Act for pupils who, not going forward to the universities or the profession, desire a general education to fit them for their future life in the community. The committee has not reached its conclusions, but has drawn up an interim report which will be made public at once.

### **The Supply of Teachers**

The attendance in the training schools of candidates for the teaching profession at present gives ground for no immediate anxiety as to future supply. There are 70 students in the Ontario College of Education who desire to qualify as high school assistants, and 15 taking the household science course, a total of 85. In the seven Normal Schools there are 125 candidates for first class certificates and 1,162 for second class certificates. If the successful candidates all take schools, the annual loss occasioned by such causes as death, withdrawal to other occupations, marriage and removal from the province, should be made good in fair measure. There are now 13,389 teachers in the elementary schools and 1,639 in the secondary schools. The number of teachers with temporary certificates reported to the Department as in force at the beginning of 1921 was 305. Some of these had partial professional training and all were recommended by the inspectors as being the best qualified who were obtainable for certain schools. This indicates a healthy condition of affairs throughout the Province. There was in 1919 a small increase, 260, in the number of male teachers. The number of returned soldiers who trained for the profession and qualified in 1919-20 was 253; of these 134 are in charge of schools. The others apparently were unable to secure positions at adequate salaries, or found other suitable employment. This illustrates the relation which the amount of salary bears to the number of male teachers. It is idle to lament the gradual decline in the supply of men for the schools, when the salaries are not made high enough to attract them. There is no mystery about the movement of men away from the teaching profession. Ontario compares favourably with all other English-speaking communities since the war in being able to command the services of duly certificated teachers. But undue optimism serves no good purpose in this respect unless trustees see the situation as a whole and deal with it. The issue is one that will always be largely in their hands.

The various reports of the officials of the Department, including the reports of the Schools for the Blind and for the Deaf, the report of the Inspector of Public and Separate Schools, the report of the Director of Professional Training, and other reports are appended hereto.

Respectfully submitted,

R. H. GRANT,  
*Minister of Education.*

Toronto, March, 1921.



# APPENDIX A

## REPORT OF THE CHIEF INSPECTOR OF PUBLIC AND SEPARATE SCHOOLS

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit, herewith, my report upon the Elementary Schools throughout the Province.

I have the honour to be,

Sir,

Your obedient servant,

JNO. WAUGH.

Toronto, February 3rd, 1921.

### Introductory

Before entering upon an account of the present educational reconstruction which began in 1918, it seems advisable briefly to summarize the various changes in conditions in the elementary schools which have taken place since the last considerable reconstruction which was concluded in 1874.

### The Work Accomplished by Ryerson

When Ryerson left the seat of Chief Superintendent of Education, he had provided for free elementary education. Fees had been abolished in all public and separate schools. Township Councils had power to divide each township into School Sections. Local machinery had been provided by the appointment of County Boards of Examiners for the licensing of teachers of the First, Second and Third Class. Two Normal Schools had been opened for the training of teachers. A set of text-books for use in all elementary schools had been authorized. A system of inspection had been instituted and a limit table was in force which divided the schools into Forms or Grades and determined the degree of advancement of the pupils in each subject required for promotion from Form to Form.

Though some 106 Secondary Schools had been established, it was not till some years later that the High Schools became a considerable factor in education. This means, that up to that time, and for some years later, the field covered by the Elementary Schools was necessarily wider than it is at present, and that considering their manifest disadvantages they performed their task fairly well. To offset these disadvantages they had certain not less obvious advantages: (1) The schools were well filled. (2) They were taught in many cases by men who had their way to make in the world; for it must be remembered that in these early days, when the country was still undeveloped and the people poor, the teaching profession was the only gateway to what were then known as the learned professions; and that the

public schools often enjoyed for a few years the services of men who have since found a place for themselves in the history of the country. Retrospect loves to dwell on these figures and perhaps prevents a just comparison of the earlier schools with those of to-day. (3) Life was much less complex than it is now, and the demands on the school for training in special subjects, consequently, less insistent. It was, therefore, possible with a narrower curriculum to carry forward the essential subjects beyond the limits of the present public school course, and it was not unusual to find even rural public schools preparing candidates for teachers' certificates.

### Successive Changes in School Conditions

The changes which have come about in the constitution of the public schools are due mainly to three causes which, though suggested above, may be explicitly stated as follows: (1) The industrial expansion which began approximately in 1885, induced the trend of population cityward. The increase in wealth and the opening up of new opportunities withdrew the male teachers to more lucrative callings. (2) The colonization and development of the Western Provinces had effects precisely analagous, at any rate so far as the rural districts were concerned. The wholesale depopulation of the rural areas could not fail seriously to affect the rural schools. The male teachers were gone and the school population was diminished because many of the younger men had abandoned the farm. (3) But the third and most decisive factor in modifying conditions in the public schools was the development of the high schools through the organizing abilities of the late Superintendent of Education, who had then recently been appointed Inspector of High Schools. A division of labour was effected as between High and Public Schools in which, speaking generally, all the higher work was henceforth to be monopolized by the former. This division of labour seems at first sight to be as natural and inevitable in the field of education as it has proved to be in every other field of human enterprise.

The date, 1885, then marks approximately the beginning of the movement cityward and the gradual depopulation of the rural districts, as it marks also the beginning of the great era of expansion in secondary education. After this date, the success of the rural teacher began to depend more and more on the number of his pupils who succeeded in passing the Entrance examination. The work of the Fifth Form was either abandoned or discouraged. In 1892, when the educational authorities became aware of the change, an attempt was made to stimulate Fifth Form work in the Public Schools by making an annual grant of \$5.00 per pupil to Boards conducting this work in their schools. Comment appears to be unnecessary.

Things went on until 1898, or thereabouts, when an attempt at the reorganization of the Fifth Forms was made. This met with some success, until in 1908, the best and most efficient of these were converted into Continuation Schools. These were intended to be a kind of rural High School, and were a response to the demand for greater educational opportunity for the rural districts. These schools derive the greater part of the sums required for maintenance from the Legislative and County Grants, and the fees of the pupils. The effect of their establishment has been still further to diminish the numbers of the older and more advanced pupils in the Public Schools. Whilst the High and Continuation Schools have thus taken over practically all the higher classes of the Public Schools, it must not be forgotten that they are giving from year to year back to the Public Schools teachers with much higher academic training than was possible under the old system.



The decrease in attendance at the Public School brought about by the depopulation of the rural districts and the successive drafts of pupils into the High and Continuation Schools, and the consequent curtailment of the Course of Study had two serious effects: (1) Public interest in the elementary school was impaired; for it is evident that interest in the school, or the lack of it, must bear a close relation to the number of families with children attending the school. (2) The second is a direct corollary of the first, when interest waned and the school grew smaller, the trustees were apt to think that so long as the school was kept open, it did not matter greatly whether the teacher engaged was highly qualified, experienced and efficient or not. The situation was serious, and was met (1) by the closing of all but seven model schools in Southern Ontario and the inauguration of new Normal Schools at Hamilton, North Bay, Peterborough, and Stratford for the preparation of more highly certificated teachers; (2) by the issue of Regulations sharply limiting the validity of all classes of certificates below the Second Class; and (3) by requiring Boards to pay a fixed minimum salary in proportion to assessment. This last was met with a storm of opposition which led to its withdrawal. An attempt was made to revive the interest of parents and rate-payers by requiring Public School Inspectors to meet with Trustee Boards and to hold public meetings of an educational character as often as practicable. The lack of new subjects felt to be of immediate and practical interest, and the difficulty of securing a representative audience, in many, perhaps in most cases, rendered this well-meant effort fruitless. The incorporation of several subjects of a practical nature such as Agriculture, Manual Training, Domestic Science, Practical Hygiene and Music in the Course of Study, which had been issued in 1914 at the urgent request of the Ontario Teachers' Association, was somewhat more effectual in linking up the interests of school and home. Whilst a considerable degree of elasticity was given to the Course by providing for modifications to be made where necessary by local School Boards and the Public School Inspector, the courses in the obligatory subjects were fully set forth and the distribution of the work as between the several Forms sharply defined. In making these provisions for the organization of the Course of Studies, the late Superintendent of Education always looked forward to a time, when with a more fully equipped and experienced teaching body, it would be possible to remove many of the restrictions.

### Signs of Improvement

The preceding brief summary gives a pretty clear view of the situation and suggests the various problems which awaited solution at the beginning of the reconstruction period in 1918.

It has been suggested above that a *sine qua non* for the improvement of the rural schools must be a revival of public interest in them. A great change in this regard has been effected by the various reconstructions which are going forward, each supplying a vital motive for discussion and counsel. Some four hundred educational meetings have, during the past year, been held in the various parts of the Province under the auspices of the Department of Education. The Consolidation of Rural Schools, Medical and Dental Inspection, the Establishment of Auxiliary Classes, the Operation of the Attendance Act, the Constitution of Rural School Boards, and the various other suggested educational reforms have furnished matter for lively discussion at these meetings.

Trustees' Associations have been organized in many parts of the Province.

The press has generously thrown open its columns to the discussion of what is vaguely called the educational problem.

Outside organizations have been eager to lend their assistance. Among those whose co-operation has been of value to the Department, the Women's Institute is especially worthy of mention. It is to their unwearied efforts that much of the success of the movement for the Medical Inspection of Schools is due. They have, to mention only another of their activities, been influential in the propaganda for consolidation, and better rural schools.

The Canadian Red Cross Society, and the Victorian Order of Nurses, have also contributed to the forward movement; and arrangements have already been concluded with the first of these for a more complete co-ordination of their work with that of the Department.

### More Highly Qualified Teachers

The most essential condition, however, for progress is the improvement of the teaching body. That very considerable progress has been made will be shown by an analysis of the table given below, which deals with the difficult period of the war and the year following when the teaching staffs of all countries involved in it were seriously depleted.

Year.	Certificates of Teachers in Elementary Schools.				
	1st Class.	2nd Class.	3rd Class.	Lower.	Total.
1914 .....	878	7,387	1,771	1,510	11,546
1918 .....	1,099	9,018	1,247	1,126	12,490
1919 .....	1,246	9,193	1,159	1,257	12,855

- (1) Average increase in the number of Public School teachers for each year of the war, 238.
- (2) Average increase in the number of teachers holding First Class Certificates for each year of the war, 255.
- (3) Average increase in the number of teachers holding Second Class Certificates for each year of the war, 408.
- (4) Increase in the number of First Class Certificates in the year following the war, 147.
- (5) Increase in the number of Second Class Certificates in the year following the war, 175.
- (6) A comparison of the number of teachers graduated annually with the total teaching staff of the Province shows that not less than 10% of those who have obtained certificates have left the profession annually during these years, a condition serious enough for the schools but of infinite advantage to the homes they now adorn.

The table, however, shows that the expectation of Dr. Seath is being gradually realized, even in face of the most adverse conditions; and it must be a matter for congratulation that the teaching staff of the Province was not impaired but augmented in each year of the war.

### Continuity of Service

Scarcely less important than highly qualified teachers is a desirable continuity of service, and it is to be noted that the average period of service in the same school is not much more than three years in the rural districts. If these schools are to



succeed, a means must be found to secure a greater degree of permanence. A teacher who intends to move next year is not likely to take very much interest in her present school or its fortunes, and experience gained in this way is likely to be valueless or worse. The Public School Inspector has little opportunity under these conditions, however zealous he may be, of assembling around him a corps of carefully trained teachers, especially as the time at his disposal for the inspection of each school is somewhat less than one day in the year.

It is evident that the only way to secure permanence is to increase the inducements to enter and continue in the profession. The greater the inducements the less will be the temptation to leave the profession or to relinquish an engagement. Under the present administration two important forward steps were taken:

(1) An additional legislative grant amounting to a quarter of a million dollars in Southern Ontario and to one hundred and ten thousand dollars in Northern Ontario was made to the rural schools. This with the former grants enabled the Department to pay approximately 25% of the salaries of all rural school teachers. The grant was distributed in such a way as to make it financially profitable in most cases for School Boards to pay salaries of not less than \$1,000 for each Principal teacher. Whilst complete statistics for the year are not yet available, it is known that in several typical inspectorates the average salary paid has been increased to that sum. Below is given an extract from the report of the Public School Inspector for East Kent which illustrates the effect of the method of distributing these increased grants:—

“Sixty-six rural school Principals out of the seventy in this Inspectorate are receiving, the lowest \$1,000.00—the highest \$1,250.00.

“In view of this splendid increase, I wish to say that nothing short of the generous grant made for this purpose could have saved the situation as it did and had the grant not been made and apportioned as it was we should have had hundreds of schools vacant or in the hands of uneducated and untrained young persons. The mode of distribution of this grant has appealed to the Rural School Trustees as no other ever did and it swept low salaries out of East Kent not to return as long as these grants are paid.

“The salaries of Urban School Teachers have been indirectly affected by the increase in those of Rural Schools, which influence resulted in an increase of thirty-five per cent. over the average rate of last year.”

Dr. MacDougall, Assistant Chief Inspector for Northern Ontario, reports that “the standard of teacher qualifications is steadily rising. Sixty per cent. over the entire area (Northern Ontario) are of Normal grade or higher, and but ten per cent. are without professional training. Much is due to the liberal salaries paid. In the rural schools of the newer districts the average is now little short of one thousand dollars per annum.”

(2) The Township grant was increased or doubled in all but the poorest parts of the Province. This had the effect of distributing the load equally over the whole township, and whilst it made it possible for the smaller and weaker sections to increase the salaries paid to teachers without increasing their local tax rate, it was made evident to the larger and wealthier sections that the only way in which they could get a larger share of their own money back was to follow the example of their less favoured neighbours. The fact that these changes were effected with little or no friction is the strongest evidence that a more enlightened public opinion has

been awakened, which, regardless of personal advantage, is able to recognize the justice and wisdom of these measures. In the case of one Township, in the County of Welland, the Township grant was increased to \$1,000; and in another the entire school tax was distributed equally over the whole Township.

It is, of course, too soon to estimate what effect these measures will have upon securing that permanency without which it is impossible to expect great improvements, but there is every reason for confidence in the issue. If the event should prove otherwise, it may be necessary to readjust the method of distributing the grants so as to place a premium on continuity of service.

### **Progress in Northern Ontario**

Dr. MacDougall further reports as follows:

"Northern Ontario has educational problems peculiarly its own. Its newness, its vastness, its sparsity of settlement, its rapid development, its lack of municipal organization, multiply the difficulties of control and oversight. Its diverse needs demand unique treatment and call for individuality, initiative, courage, and self-denial on the part of its inspectors and corresponding qualities in its teachers, especially those who man the schools of the rural areas.

"Opportunity for every child, however isolated or remote from centres of settlement his home may be, is the ideal set. It is his inalienable right but the task of providing it may well tax the energy and ingenuity of every responsible officer. Where possible typical methods are followed, but others must be devised and many are being used with more or less success. Part-time schools, itinerant teachers, board at points in section convenient to school, transportation by rail, by canoe, by horse or motor conveyance, all are called into requisition and other devices hitherto untried are now being put to the test.

"To meet advance in settlement twenty-six new sections have been formed of which fifteen are in the inspectorate of North Timiskaming. Twenty new schools have been built in rural areas. To tide over the time necessary to a more complete organization and the provision of up-to-date schools, temporary quarters are frequently supplied at times by rent of buildings but frequently the handy axeman turns his talent to practical account and the 'shack' school provides primitive but withal timely and comfortable accommodation."

### **School Inspection**

Next in importance to an awakened public opinion and a supply of progressive teachers come a satisfactory system of school inspection. At present the rural Inspectors are appointed, practically for life, by the County Councils, from a list of persons duly qualified by experience and high academic standing. The salaries paid these officials until recently have been so small and the qualifications demanded so high that the supply from year to year has scarcely kept pace with the wastage. The recent increases in salary and the broadening of the Regulations will to some extent repair this defect. The appointment of these officials by the Minister, however, would considerably widen the field of choice; and it cannot reasonably be argued that it would appreciably diminish the authority of the local appointing body. An Inspector appointed ten years ago can now scarcely be said to be the appointee of the people. His constituents have largely changed in the interval.

All new appointments are invalid unless approved within one year by the Minister. This period is scarcely long enough to give the Inspector an opportunity



to adjust himself to new conditions or to allow the Department to estimate with a fair degree of certainty his suitability for the office.

The Inspector, by virtue of his position, is singularly free from those aspirations and anxieties which are born of competition with one's fellows, and unless he is a man of unusual fineness of make up, which is not infrequently the case, the continual round of ever-recurring duties in the same environment may tend to narrow his outlook and to lead him to exaggerate the importance of mere routine. If he escapes serious friction with his School Boards and the County Council his life is apt to be comparatively uneventful.

Some of the disadvantages referred to above, perhaps all of them, could be obviated if the Minister had power to move the Inspectors from one field to another as was deemed advisable. This plan would have these advantages, (1) it would give to certain men, who had through lack of experience, failed to make good in their first inspectorate a second trial under more favourable auspices, (2) it would give the Minister an opportunity to move men who, through the conscientious performance of their duties over an extended period of years, had incurred the dislike of powerful factions or individuals, to a new area of usefulness, (3) it would allow of the application of special talents to special situations, (4) it would not fail to enliven and rejuvenate the work by bringing the Inspector into contact with new situations and giving him a new viewpoint on the general problems of education.

At the last session of the Legislature, a vote of \$3,000 was placed in the estimates for the purpose of giving those Inspectors who so desired an opportunity to visit the schools of the neighboring states for the purposes of observation. Four of the Public School Inspectors have applied for commissions, which have been assigned as follows: Inspectors Taylor and Benson to visit and report upon the rural and consolidated schools of Minnesota, Inspector Marshall, the rural schools of New York, and Inspector Hutchison the rural and consolidated schools of Iowa. The reports from these trained observers, who are not likely to be misled by failure to recognize differences in conditions between Ontario and the States to be visited, should be of the highest value to the Department of Education in dealing with rural school problems.

Some time ago, a memorandum was submitted for your consideration which suggested that a summer school should be established during the long vacation which School Inspectors might attend in order to exchange views, and to hear and discuss lectures on educational problems. The Course already established by the University leading to the degrees of B.Pæd., and D.Pæd., might well be made the nucleus of the course suggested above. The reports of the Inspectors mentioned in the preceding paragraph would also form suitable material for consideration. This course would afford the officials of the Department an opportunity of coming into closer touch with the inspectoral body and could not fail to be of very great value both to them and the Department.

### **The Little Schools and Consolidation**

I approach with reluctance the fourth of the rural school problems which await solution, not that it is so difficult, but because the only satisfactory solution which can be given has become the subject of bitter and unreasoning prejudices. It is unnecessary to repeat here the considerations, so ably set forth in the pamphlet issued by the Department on the Consolidation of Schools, which render it difficult or impossible to carry on the work of education properly in a school where the

attendance is below the margin of efficiency. The line marking this level is variously placed at an average of from 10 to 15 pupils.

Whilst a general plan of consolidation, including all areas where it is practicable, would at once solve the difficulty, there are decisive reasons against its adoption being made immediately compulsory.

Some details of the progress of Consolidation are briefly given in the report of Mr. Chisholm, Assistant Chief Inspector:

### Consolidated Schools

"During 1920, a steadily increasing interest was manifested in the subject of the consolidation of rural schools. At the request of local authorities, more than 200 meetings in all parts of the Province have been addressed by representatives of the Department of Education. These meetings as a rule were largely attended and the subject keenly discussed. Much literature of an informative nature has also been distributed.

"The results are significant. Ten consolidations were effected during the year at the following places: Stratton, Dorion, Tarentorus, Stamford, Barwick, Mimdemoya, Benmiller, Wellington, Savard and Etobicoke. Six of these are located in Northern Ontario, where the conditions under which isolated rural schools operate are more difficult than in Southern Ontario. Many surveys have been made in other localities in a number of which preparations are being completed for taking a vote in the near future. Mallorytown, one of last year's consolidations, has erected a modern four-roomed building that will be ready for use at Easter.

"The main difficulties anticipated by ratepayers in connection with these schools are the cost of maintenance and the transportation of the children. It is admitted that, in most cases, the cost will be somewhat greater than that of the present system. The Manitoba Minister of Education in addressing the Manitoba Trustees' Association in 1919, stated that 'although the consolidated school cost more, the people had much better value for the money spent.'

"The transportation problem, while it may present some difficulties, is not likely to prove insurmountable. In the Northern States of the American Union and in the Western Provinces of Canada where conditions are not unlike those of Ontario, the anticipated difficulties have largely disappeared in the test of actual practice. The United States at the present time has more than 140,000 school routes along which children are transported to central schools. The good work done in the past by the isolated one-roomed rural school must be recognized, but in many parts of the Province, rural conditions are changing. The small attendance in many schools with the consequent excessive cost per pupil and the waste of teaching power, the difficulty of obtaining and retaining good teachers, the scarcity of male teachers, the demand for the more efficient graded school and the necessity for education beyond the 4th Form, are inducing many intelligent people to look with favour upon the consolidated school idea.

"A typical school of this character has a workshop for the practical training of boys and girls, a teacher's residence and wide grounds for cultivation and recreation. It is a school which affords facilities for the co-operative training of the heart, head and hands of the children. Along these lines Denmark is to-day recognized as the world's greatest scientific agricultural nation, and this has been made possible by giving Denmark 'the best rural school system in the world.' A country's greatest asset is its educated people."



Inspector Marshall speaking of the Falls View Consolidated School, recently established in Welland County, has this to say: "Our first Consolidated School Board was elected and organized in July, 1920, and on September 7th the Falls View Consolidated School began its work with two van routes established and two vans carrying twenty children each. Parents and children who thought they saw difficulties in the way at first have nothing but praise for the system now. Just yesterday I asked for a show of hands, among the children concerned, of those who would be willing to go back to the old school in No. 9 Stamford, and they only laughed at the absurdity. The regularity of attendance is increased from 76 per cent. in the former No. 9 to 95 per cent., and every absentee has a valid reason."

We now have a sufficient number of consolidated schools to demonstrate the value and practicability of this method of organization in every part of the Province; the Hudson Consolidated School and the Savard Consolidated School for the North, the Stratton Consolidated School for the North-west and the Mallorytown Consolidated School, nearing completion, for Eastern Ontario.

There are a great number of very small rural schools and it would appear advisable to allow these to try out the possibilities of transportation to a larger school for a period of one, two or three years, arranging for provincial assistance, where it would appear that the cost of transportation and maintenance exceeded the cost of maintaining the one-roomed school. A sufficient grant to purchase the vans would, in many cases, induce the local communities to make the experiment.

In many parts of the Province, this plan could be carried into effect without enlarging the school plant. On account of the depletion of rural school population, there are at present many two-room schools where only one teacher is engaged, and many one-room schools where the capacity is sufficient to accommodate pupils from one or two of the adjoining rural schools. Where this plan is adopted, however, the Department should insist on the accommodations and equipment being thoroughly modernized. This plan would also introduce a scheme for conducting consolidated night-schools in the rural areas, and grants should be assigned for these at least as liberal as are now provided for night schools in urban centres.

### Improvements in School Plant

It is necessary only to look around to become aware of the great improvement which has recently been effected in the type of schools now being erected. S.S. No. 16 Nottawasaga, in the County of Simcoe, near Glen Huron Station, built at a cost of \$16,500 upon a section assessment of \$146,000, is perhaps the best one-room rural school in the Province. This school is practically fitted up with city facilities. An abundant supply of water is provided through sanitary drinking fountains and modern methods of sanitation have been made possible.

The beautiful rural schools erected recently at Ridgeway and S.S. No. 2, Saltfleet, indicate what is possible where communities are fully alive to the importance and value of education. The new four-room school at Islington, built on the one-storey plan, with its beautiful and commodious Assembly Hall, is perhaps the best type of village school built within the year.

A visit to the Secord Public School, in the Township of York, will be well worth while for those who are investigating the best type of suburban school.

There is scarcely a city in the Province of Ontario which has not at least one new school to indicate the strength of the movement for better school buildings.

but perhaps the best of these is the new public school recently erected in the City of Windsor. The new St. Joseph Separate School there with its class-rooms for retarded and physically defective children will well repay a visit.

### **The Individual Factor**

Whilst the past year, as has been shown, has been marked by a great amount of educational activity, especially designed to broaden and enliven public opinion with regard to present day educational needs, it has also been marked by a more definite and practical recognition of the principle that education, whatever its organization may be, must always consider the interests, capacities and opportunities of the individual pupil. The operation of this principle has developed certain modifications and extensions in the organization of the Provincial system, which are briefly sketched below:

#### **(1) The Summer School for School Nurses**

This school, the first of its kind in the Dominion, was inaugurated in the summer of 1919 with the purpose of giving to school nurses already in service or to registered nurses who wished to take up school nursing as a profession, an additional training to fit them specially for this kind of work. Although only thirty nurses presented themselves for training the success of the experiment and its value for education were so evident that in the summer of 1920, the school was again carried on with a well-rounded and completed curriculum, and a first-class staff of instructors. The number of nurses in attendance sprang from 30 to 64. School nurses from all over the Province and some from the neighbouring States of the Union applied for admission. Annesley Hall was, through the courtesy of Chancellor Bowles, of Victoria University, opened as a residence for those in attendance, and the results were even more gratifying and fruitful than in the previous year.

The Canadian Red Cross Society had in the meanwhile made overtures to the University of Toronto, which resulted in the establishment, in the autumn of 1920, of a Department of Public Health Nursing, with Miss Russell as Director. This Department covers in part the course of the Summer School for school nurses, and the course, with some necessary additions might be accepted by the Department of Education as qualifying for the certificate of "An Approved School Nurse." Although it may still be necessary for some few years for the Department of Education to conduct the Summer School for School Nurses for the benefit of those who receive or have received appointments without this previous special training, an agreement might be reached which would ultimately entrust this work wholly to the University.

#### **(2) Auxiliary Classes**

Closely related to the proper organization of a school nursing service is the organization of a system of Auxiliary classes. In June of 1920, Dr. Helen McMurchy, formerly in charge of this work in conjunction with her duties as Inspector of the Feeble-minded, resigned her position. After a careful canvass of the whole situation, it was felt that the work was of such pressing importance that the whole time of one official should be given to it. Dr. S. B. Sinclair, of the Department of Education, who had devoted many years of his life to Child Study, and who had moreover, the special advantage of being a trained psychologist was in October selected as Inspector of Auxiliary classes. Prior to his appointment "The



National Committee of Mental Hygiene," acting under the instructions of the Department of Education, had made a preliminary survey of certain city schools to discover the proportion of children in such schools who should be cared for in "Special Classes." Their valuable services were continued without charge under the reorganization until the end of the year, when an agreement was reached by which they were to carry on the work along certain definite lines for little more than a nominal sum, until the Department should be in a position to undertake it, independently. Further details will be found in the report of the Inspector of Auxiliary Classes. The interest displayed by many cities and towns in the care of "the unfortunate" would seem to justify the hope that an early and satisfactory organization will be effected in most urban municipalities. The much more difficult problem presented by the smaller urban and the rural municipalities will form the subject of another report.

It has been suggested above that the work of the school nurse has much in common with that of the teacher of an auxiliary class. To give merely a single illustration—the school nurse deals with the physical weaknesses and defects of the child. These are closely related on one side to the whole problem of retardation with which the teacher of the auxiliary class has to deal. This suggests that the special training of the school nurse and of the auxiliary class teacher might well be conducted in the same institution, this institution of course, making provision for the necessary specialization where the work has to be differentiated or extended. I am convinced that whether this work is in future to be done in the University or in the Departmental Summer Schools, there must be serious loss where this correlation is not turned to account.

### (3) The Medical Inspection of Schools

The work of organization begun in May, 1918, and approached experimentally from several different angles is now measurably near completion. In this as in all the varied work of educational reconstruction carried into effect since the war, an attempt has been made to secure the sympathetic and active support of awakened and intelligent public opinion. The Department has relied solely upon placing the facts squarely before the people and awaiting the only reply which an awakened public conscience can give. The work was begun with a staff of three doctors and three nurses. This staff has been augmented by the addition of Dr. Cockburn, Dr. Robertson and Dr. Curtin and Nurse Lunn, Nurse Campbell and Nurse Lowry to the field staff. The organization in addition to these now includes three school nurse demonstrators, Nurse Lee, Nurse Willoughby and Nurse Hunt. These latter follow up the surveys made by the field staff and give a demonstration—over a more or less extended period—of the work which may and should be accomplished by a local school nurse. It will be necessary to increase the number of school nurse demonstrators to ten in order to meet the present demands. The development of the work made it necessary to appoint a Chief School Medical Officer and a Chief School Nurse. Dr. Phair, formerly Director of School Medical Inspection in the City of Toronto was selected for the former and Nurse Jamieson, President of the Graduate Nurses' Association for the latter position.

### Grants

It is also proposed to make grants of \$10 per classroom to rural schools and urban centres combining with rural schools to assist and encourage local centres to institute and carry on a system of Medical Inspection. Grants to Urban Boards

have also been provided under a schedule already issued. The regulations have been revised to enable township and county councils to become parties to agreements between School Boards for the Medical Inspection of their schools.

To carry out the programme as outlined above a sum of not less than \$75,000 will be required for the coming year, distributed as follows:

	Salaries.
Chief School Medical Officer .....	\$4,000 00
Chief School Nurse .....	1,800 00
Six Field Medical Officers .....	12,000 00
Six Field Nurses .....	6,000 00
Ten Nurse Demonstrators .....	10,000 00
Travelling Expenses .....	33,000 00
	<hr/>
	\$66,000 00
Grants for first year .....	9,000 00
	<hr/>
Estimated to amount to .....	\$75,000 00

The expenditure of such a sum must seem inconsiderable to anyone who becomes aware of the vast amount of misery and loss it would prevent. The possibility of the highest kind of intellectual and moral efficiency is conditioned upon physical well-being. Nearly every function of the school bears in one phase at least a relation to the health of the child. The distance he travels to school, the length of the recitation periods, the alternation of intellectual work with manual and physical exercises, the purity of the water he drinks, the time, place and circumstances under which he eats his luncheon, the heating, lighting and ventilation of the building in which he studies, even his relations with his fellow pupils and his teacher all have a direct bearing on his health. At least fifty per cent. of the problem of education is after all a health problem. This being the case, it must be at once conceded that to neglect or underestimate the importance of safeguarding the health of the child is to fail to understand the most fundamental fact in education.

#### (4) Director of Physical Education

The considerations stated above have been so urgent in their appeal that the question of securing the services of a Director of Physical Education for the Province has already engaged your attention. The value of play as a factor in intellectual and moral education—perhaps even in physical education—has not been fully recognized. Its full meaning and significance for life is one of the lessons of the war which has also strangely taught us to place less reliance than formerly on military drills and exercises.

Play in the past has assumed too much the character of sport, in which all the prizes go to the strongest. Its great value would rather appear to lie in the possibilities, when properly managed which it opens up for the development of the puny and feeble into a sturdy, healthy and happy childhood. The Chief School Medical Officer, with his staff, along with the Inspector of Auxiliary Classes, and the Director of Physical Education, would form a complete administrative unit.



#### (5) The Northern Academy

The various plans to improve school attendance such as (1) the enlarged powers placed in your hands by the statutes to direct trustees to convey pupils to school under certain conditions, (2) the operation of the School Attendance Act, (3) the powers placed in the hands of the Chief School Attendance Officer to open and operate schools where the local authorities refuse or neglect to act, (4) the opening of several consolidated schools, have all had an influence towards the improvement of former conditions.

There still, however, remained a class of cases not provided for by any of the above, and for which "the itinerant teacher" must always prove a more or less unsatisfactory remedy. In the remote and out of the way districts and in the "Hinterland" there are "pockets" of fertile, grazing, timber or small mining country, where there are perhaps only three or four children of school age for whom no school facilities are or can be available.

In the early summer of 1919, the first timid proposal was made to make use of the buildings recently vacated by the Soldiers' Settlement on the Experimental Farm at Monteith, for the purpose of offering to such children as these the opportunities of an education hitherto denied them, but it was not until January of the present year that the school was opened as the first Provincial Residential School of the kind on the Continent. The fees charged for tuition, board and lodging, are little in excess of what it would cost the parents for the upkeep of the children in their own homes.

The opportunities afforded by such an institution for the training of teachers could not possibly escape attention, especially in view of the existing needs. Accordingly, the school Regulations provide for a primary, a secondary, and a teachers' training school conducted under a free curriculum. This organization is planned to admit of the school becoming a sort of educational laboratory for experiment and research. The limits of this report forbid a more extended notice; but it is not impossible that when the time comes to write the history of this school, it will rival in historic interest and educational importance the story of Pestalozzi's famous experiments at Yverdon.

#### Conclusion

Whilst the above report does not profess to do more than merely touch upon the various phases of educational reconstruction which have been effected or are in process, it is hoped that it will give some idea of the wide field which has been covered and of the new outlook in education.

It is impossible for me to conclude this report without some acknowledgment of the earnest, self-sacrificing and able efforts of the Public and Separate School Inspectors everywhere throughout the Province to second and to carry out the proposals for reform which have been made by the Department. I am convinced that notwithstanding the difficulties which have confronted them and the limitations under which they have worked, their efforts have not only commended themselves to the public, but have had a most beneficent influence for the advancement of education.

I deeply regret to be compelled to record that one of the ablest and most devoted of these Inspectors, Mr. Henry Ward, Toronto, was called away by death in the early winter of the year, leaving behind him a host of friends and fellow-workers to mourn his loss.

## APPENDIX B

REPORT OF THE DIRECTOR OF INDUSTRIAL  
AND TECHNICAL EDUCATION

TO THE HONOURABLE R. H. GRANT,

*Minister of Education for Ontario.*

SIR,—

I have the honour to submit herewith my Annual Report on Industrial and Technical Schools.

I have the honour to be, Sir,

Your obedient servant,

F. W. MERCHANT.

TORONTO, January 28th, 1921.

## Progress During the Year 1919-20

The advance made during the year in the organization of vocational instruction has been very gratifying. Evening schools were organized in thirteen new centres in the academic year 1919-20. In the autumn of 1920 new schools were opened at Barrie, Fairbank, South Porcupine, Preston, Espanola, High Falls, and Kenora. The enrolment of students and the interest of the public in the new schools give promise of permanent service. Evening classes are now being conducted successfully in fifty-eight centres.

The statistical reports will be found on pages 258-269. I submit some comparisons which show the marked progress in all departments of the work.

## Attendance at Evening Industrial, Technical and Art Classes

Items	1918-19	1919-20	Increase	
			Total	Percentage
1. Number of teachers .....	611	845	234	38.29
2. Total number of students on the roll for the year .....	16,733	26,527	9,794	58.53
3. New students admitted during the year .....	10,699	16,872	6,173	57.69
4. Boys and men on roll .....	7,403	13,707	6,304	85.15
5. Girls and women on the roll .....	9,330	12,820	3,490	37.40
6. Students whose birthplace is Canada .....	11,056	17,161	6,105	55.21
7. Students whose birthplace is the British Isles .....	4,293	7,565	3,272	76.21
8. Students who were born in other countries .....	1,384	1,801	417	30.13



## Attendance in Courses of Instruction at Evening Classes

Subject	1918-19	1919-20	Increase	
			Total	Percentage
1. Mathematics .....	4,887	8,668	3,781	77.36
2. English .....	4,609	9,690	5,081	110.24
3. History and Civics .....	43	493	450	1,046.51
4. General Physics .....	44	186	142	322.72
5. Electricity .....	1,160	1,552	392	33.79
6. Heat and Power Plant .....	462	1,030	568	122.94
7. Chemistry, Mineralogy and Geology.	381	474	93	24.41
8. Metallurgy and Assaying .....	22	23	1	4.54
9. Mechanical Drawing and Machine Design .....	1,627	2,480	853	52.42
10. Architectural Drawing and Building Construction .....	225	360	135	60.00
11. Surveying and Mapping .....	15	14	-1	-6.66
12. Art and Design .....	688	1,378	690	100.29
13. Modelling .....	46	100	54	117.39
14. Basketry .....	.....	98	98	.....
15. Pottery .....	29	55	26	89.65
16. Photography and Lithography .....	31	46	15	48.38
17. Carpentry, Joinery and Cabinet Making .....	140	146	6	4.28
18. Pattern Making .....	11	32	21	190.90
19. General Woodwork .....	437	500	63	14.41
20. Wood Carving .....	.....	131	131	.....
21. Machine Shop Practice and Forge Work .....	612	1,203	591	96.56
22. Sheet Metal Work .....	.....	16	16	.....
23. Plumbing and Sanitary Engineering.	122	269	147	120.49
24. Auto Mechanics .....	1,108	2,059	951	85.83
25. Marine Engineering .....	.....	17	17	.....
26. Navigation .....	.....	26	26	.....
27. Show Card Writing .....	181	441	260	143.64
28. Lettering .....	122	331	209	171.31
29. Bookkeeping for Industrial Purposes.	232	823	591	254.74
30. Telegraphy .....	50	114	64	128.00
31. Domestic Science .....	2,044	2,738	694	33.95
32. Domestic Art .....	4,716	7,483	2,767	58.67
33. Hygiene and Dietetics .....	98	86	-12	-12.24
34. Home Nursing .....	698	420	-278	-39.82
35. Power Machine Operating .....	42	133	91	216.66
36. French .....	523	550	27	5.16
37. Spanish .....	52	78	26	50.00
38. Physical Culture .....	894	1,157	263	29.41

## Attendance at Day Industrial, Technical and Art Schools

Items	1918-19	1919-20	Increase	
			Total	Percentage
1. Number of teachers .....	155	177	22	14.19
2. Total number of pupils on roll for year .....	4,739	4,790	51	1.07
3. New pupils admitted during the year.	3,348	1,469	-1,879	-56.12
4. Pupils admitted for the first time to a secondary school .....	1,239	1,234	-5	-.40
5. Boys on the roll .....	3,013	2,936	-77	-2.55
6. Girls on the roll .....	1,727	1,854	127	7.35
7. Average daily attendance for the year.	2,534	2,771	237	9.35

### Growth as Shown by Financial Statements

The growth during the year is shown also by the remarkable increases in the amounts spent by municipalities on the promotion of industrial and technical education.

	1918	1919	Increase
<b>Receipts:</b>			<b>Per Cent.</b>
Legislative grants .....	\$110,637 01	\$140,294 41	26.80
Local municipal grants .....	329,048 84	340,914 50	3.61
School fees .....	22,326 37	38,171 04	70.97
Balances and other sources .....	228,298 51	312,754 45	37.00
<b>Total receipts .....</b>	<b>\$690,310 73</b>	<b>\$832,134 40</b>	<b>20.54</b>
<b>Expenditure:</b>			
Teachers' salaries .....	\$246,076 85	\$324,193 44	31.74
Permanent improvements .....	64,096 03	117,170 54	82.80
Repairs .....	2,234 63	13,465 30	502.57
Library, apparatus and equipment....	40,313 12	60,958 81	51.21
All other expenses .....	140,479 23	143,284 73	2.00
<b>Total expenditure .....</b>	<b>\$493,199 86</b>	<b>\$659,072 82</b>	<b>33.63</b>

The large balances shown are accounted for by the fact that the financial statements are for the calendar year, while the expenditures are completed at the end of the school year.

The statements of receipts and expenditures of municipalities for the year 1920 have not, as yet, been received. Information concerning the Legislative grants paid under the Regulations is, however, available. The totals of these grants paid to local municipalities during the year 1920 are as follows:—

### Legislative Grants, 1920

Grants on salaries .....	\$203,011 13
Grants on equipment .....	60,417 44
Grants on buildings .....	366,773 72
<b>Total .....</b>	<b>\$630,202 29</b>

The grants are paid to the local boards according to the following scheme:

(1) *Salaries.* A grant calculated as follows: 75% of the expenditures on salaries up to and including \$2,000, and the following percentages of all expenditures on salaries above that amount:

66 $\frac{2}{3}$ % of the expenditure above \$2,000 and up to and including \$5,000;  
 50% of the expenditure above \$5,000 and up to and including \$10,000;  
 33% of the expenditure above \$10,000 and up to and including \$15,000;  
 25% of the expenditure above \$15,000.

(2) *Equipment.* Fifty per cent. of the cost of equipment specially provided in any one year for evening or day Industrial, Technical or Art Schools and approved by the Minister.

(3) *Buildings.* Fifty per cent. of the cost of buildings especially constructed for day or evening Industrial, Technical or Art Schools and approved by the Minister.



(4) *Equipment and Buildings in the Districts.* The yearly grant provided in (2) and (3) is 75% in each case.

This scheme of paying grants affords substantial aid to local municipalities in erecting and equipping special Industrial, Technical or Art Schools. The year 1920 is the first full calendar year in which this scheme has been in force. The effect of the grants on capital expenditure, in stimulating local school authorities to provide vocational education is seen in the large grants on equipment and on buildings earned during the year.

#### Dominion Government Grants

The Technical Education Act of the Dominion of Canada became effective during the year 1920. Under the terms of this Act a sum of money is set aside each year to be paid to the Provinces in proportion to their populations for the purpose of promoting and assisting technical education. The Dominion grant to any Province in any one year is not to exceed, however, the amount that the Provincial Government expends on technical education.

The total grants from the Dominion to the Province of Ontario available for the Dominion fiscal years are as follows:

April 1st, 1919, to March 31st, 1920 .....	\$224,383 30
April 1st, 1920, to March 31st, 1921 .....	259,528 10
<b>Total.....</b>	<b>\$483,911 40</b>

Statements of progress in the Ontario schools and of the expenditures by the Provincial Government up to October 30th, 1920, have been made to the Dominion Government. Of the total amount available from the Dominion fund up to March 31st, 1921, the Province has already received two grants of \$106,297.63 and \$118,491.67, totalling \$224,789.30.

#### Building Operations

As I have pointed out in previous reports, the extension of day and evening vocational work in the Province has been limited by the lack of suitable buildings and equipment. To remove this obstacle the Department, in reconstructing the scheme of grants when the Dominion funds became available for vocational education, provided for liberal assistance to municipalities that would undertake to provide satisfactory accommodation for vocational classes. Assistance is given in accordance with an agreement made between the municipality and the Minister of Education, in which the municipality promises on its part to promote diligently the work of vocational education, to endeavour to use the building or portion of the building set aside for vocational education to its fullest capacity, and to provide such management, teaching staff and equipment as meet the approval of the Minister.

The liberal grants available under such agreements have had a marked effect in stimulating building operations during the year. Niagara Falls has just completed a building, erected on the grounds of the Collegiate Institute, for vocational education. The building has two storeys, without basement. It provides for classrooms, a woodworking shop, a machine shop, a mechanics laboratory, an electrical laboratory, a draughting room, a cooking laboratory, and a dressmaking room. A special feature is the electrical laboratory which has been designed to provide accommodation and equipment for training the numerous electrical workers in the district in the management and maintenance of equipment used for the

generation and transmission of electrical energy. The building was occupied in January, 1921.

In Sudbury, the new Technical School building, plans of which were shown in my last Annual Report, is nearing completion. This building has three storeys, without basement, and is of reinforced concrete and brick construction. It is specially designed for teaching mining classes and is generously provided with the necessary laboratories, shop and milling rooms for efficient instruction in both day and evening classes in the mining and related industries. This building will be ready for occupancy in September, 1921.

The erection of the new Technical School wing of the Fort William Collegiate Institute has proceeded rapidly, and the building will be ready for use in September, 1921. It is of reinforced concrete and brick, of the same design as the new Collegiate Institute wing recently erected, and is provided with shops and a specially-designed electrical laboratory. Fort William, like Niagara Falls, has a considerable group of electrical workers concerned in the generation and transmission of electricity.

A new building for the Ontario College of Art is being erected by the Ontario Government under the Industrial Education Act on a site adjacent to the Art Gallery. In this new building, which is rapidly nearing completion, the College of Art will have greatly improved facilities for carrying on its work, and particularly that directly related to industrial design and applied art.

The Advisory Industrial Committee of the Board of Education of Toronto has submitted and received approval of plans for a new Branch Technical School in the east end of the city. The committee of the Hamilton Board has also submitted and received approval of plans for the erection of the main building of the Hamilton Technical School.

A referendum on the question of co-operating in the building of a Technical School was carried by large majorities in Windsor and Walkerville. As soon as the necessary legislation has been secured and a joint board or commission formed, these Border Cities expect to push forward the project. The referendum approved a proposal for a building costing approximately \$500,000.

#### **Interesting Features in the Extension of the Work**

The reports of the organizers on their visits of organization or inspection furnish many interesting illustrations of the importance of the work and of the means taken to extend it. For example, the report on Sudbury instances the case of a young man who had attended the 1919-20 classes in mathematics in Sudbury and was transferred during the summer to High Falls. Appreciating the value of the instruction received in the class and desiring to continue his study, he personally organized a class among the men in the power plant at High Falls. This class, thirteen in number, included all the men in the plant. The class was reported to the Department of Education and was placed under the charge of the Sudbury Advisory Industrial Committee. Mr. Matheson, of the Staff of the Mining Department of the Sudbury High School, was appointed teacher. He makes regular trips to High Falls, and he reports that the pupils are doing excellent work.

A novel feature of the evening class work in connection with commercial classes in Fort William during the season 1920-21 is a course of lectures on Modern Business given by the leading business men of the city. These lectures are free and no enrolment is required of the persons attending them. Each of the lectures has been attended by about seventy persons, including not only prominent busi-



ness men, but juniors from the banks, offices and shops. The subjects of the lectures are shown in the following programme:

Date.	Subject.	Lecturer.
Nov. 5	Explanatory Statement .....	C. Birkett.
" 12	Business Economics .....	J. R. Lumby.
" 19	Banking Principles .....	G. E. Ewing.
" 26	Domestic and Foreign Exchange .....	H. E. Girvan.
Dec. 3	Investment .....	N. M. Paterson.
" 10	Accounting Principles .....	P. H. B. Dawson.
" 17	Insurance .....	R. H. Neeland.
1921.	Science of Government .....	Dr. R. J. Manion, M.P.
Jan. 7	Commercial Law .....	Fred Babe.
" 14	Transportation .....	A. F. Hawkins.
" 21	The Exchanges and Speculation .....	A. G. Bastedo.
" 28	Properties and Estates .....	G. R. Duncan.
Feb. 4	Business Correspondence .....	C. Birkett.

It is stated by persons who attended the lectures that they are interesting, practical and instructive. The success of this feature of the Fort William evening class work suggests that such a course of lectures might be organized in other centres, not only on commercial subjects, but on industrial or other vocational subjects. A course of lectures on Modern Industry for managers, superintendents, foremen, and men might include such subjects as the following: Shop Management, Employment Management, Raw Materials, Transportation, Exchange, Markets, Group Insurance, Compensation Act, Factory Acts, Industrial Relations, Adolescents in Factories and in Schools.

Another special feature of the year's work has been the applications from unemployed persons for instruction in slack-time day classes. In several of the technical schools—Hamilton, London, Ottawa—arrangements have been made for the admission of such applicants and for providing the instruction desired.

#### **The Appointment of an Organizer for Girls' and Women's Work**

The increasing demands for instruction made it advisable to appoint an officer to take charge of the organization of the home-making and the trade and industrial classes for girls and women. Miss Elsie I. McKim, who has had a thorough training and wide experience in all branches of the work, was given charge of this department. She entered upon her duties in September, and has already visited most of the schools. She has been of great assistance to principals and teachers in organizing their courses and in improving the methods of instruction.

#### **Preparation for the Operation of the Adolescent School Attendance Act**

School Boards have been seriously considering the preparations which should be made for the operation of the Adolescent School Attendance Act. The necessity for offering a variety of courses to meet the needs of those who will be required by the terms of the Act to remain in school under either part-time or full-time instruction is presenting many new problems.

Advisory Committees are concerned with providing the courses and the accommodations for those who will desire to take vocational as well as academic instruction. These committees in a number of cities have asked for assistance from the Department of Education in ascertaining their needs and in forming plans to meet them. In most cases the assistance asked for could not be given until certain facts bearing upon local situations were ascertained. To obtain these facts surveys have been made in a number of centres by officers of the Department.

### Industrial Education Surveys

The following surveys were made during the year: The Border Cities (Ford, Walkerville, Windsor, Sandwich, Ojibway), by Dr. J. C. Miller; Galt, Guelph, and Peterborough, by Dr. Miller and F. S. Rutherford; Fort William and Chatham, by F. P. Gavin; Brantford, by Dr. Miller and F. P. Gavin.

The information required in most cases relates to the following questions:

- (1) Is the need for vocational education in the community concerned sufficient to justify the establishment of a Day Vocational School under the provisions of the Industrial Education Act?
- (2) If established, what should be the range of work undertaken by such a school?
- (3) What accommodation should be provided and within what general area should such a school be located?

The making of these surveys was greatly facilitated by the co-operation of the local organizations representing employers and employees, the municipal officials, the members of the school boards and advisory industrial committees, the school principals and inspectors. The individual employers and their executive officers were invariably willing to give the information desired, to show the agents of the Department through their plants, and to discuss with them in a helpful fashion the ways in which the preparatory and supplementary training which can be given in a vocational school would be of value to the industries.

In general, the information required to answer the questions proposed includes the following:

- (1) Adolescents attending school classified as to age and grade.
- (2) Adolescents not attending school—estimated as closely as available data permitted.
- (3) General employment classification—industrial and commercial.
- (4) Employment classification of girls and women.
- (5) Employment classification of adolescents.
- (6) Growth and distribution of population and schools.
- (7) Lines of traffic—streets and street cars, etc.
- (8) Financial status of municipality—assessment, tax rate, indebtedness.
- (9) Best judgment of those engaged in industrial and commercial work regarding (a) the most suitable preparatory training before employment and (b) the most suitable supplementary training during employment.
- (10) Preliminary information regarding the operative and manipulative skills and the related knowledge required for successful participation in the various occupations.

### Number of Adolescents for Whom Instruction must be Provided

School boards are particularly interested at the present time in obtaining information regarding the number of pupils for whom full-time and part-time instruction must be provided under Section 3 of the Adolescent School Attendance Act. Calculations have been made from actuarial tables and the returns of the Dominion census, and the results have been compared carefully with the information obtained in the surveys made by the officers of the Department. The general conclusion is that adolescents between fourteen and sixteen years of age constitute about 3.5% of the population in urban centres, and that of the total number of adolescents within these age limits from fifty to sixty per cent. are already in attendance at school. While the numbers may vary in different municipalities, the figures are sufficiently accurate to give boards a fair idea of the number of pupils to be provided for under a strict enforcement of the Act.

**Types of Schools Needed to Carry Out the Provisions of the Adolescent School Attendance Act**

I described in my Report of 1918 some of the types of schools needed to provide for the instruction of adolescents in full-time and part-time schools. The surveys made are giving us more detailed information bearing on this question. The technical branch has in view the issuing of circular letters or bulletins giving in greater detail suggestions respecting the organization of courses. The officers of the branch will be ready at all times to lend assistance to boards in forming or carrying out plans.

**Peterborough Survey**

I submit herewith the report on the Peterborough Survey in the hope that it may be of value to school boards in other municipalities where conditions are somewhat similar. The appendices are omitted because they are not of general interest.

**Memorandum to Dr. F. W. Merchant, Director of Technical Education**

In response to the request of the Advisory Industrial Committee and as directed by you we made a survey of the situation in Peterborough as it is related to the question of establishing a vocational school.

In the memoranda attached will be found tabulated and arranged digests of the information secured. We regret our inability to secure accurate information regarding the number of adolescents 14-18 years of age who are not attending school. As a complete census of this group will be required in connection with the enforcement of the Adolescent School Attendance Act, we deemed it unwise to put the local authorities to the trouble and expense of making such a census at this time.

Special acknowledgment is due local organizations and individuals for assistance given and courtesies extended. The Manufacturers' Association, the Trades and Labour Organizations, the Municipal Officials, the Advisory Industrial Committee, and the Board of Education, met all our requests with a generous response. The individual employers and their executive officers were especially helpful in giving information, in permitting us to go through their plants so as to acquaint ourselves more fully with the work being done by their employees, and in discussing with us the extent to which the preparatory and supplementary training given in a vocational school would be helpful. Mr. Fraser, Secretary of the Board of Trade; Mr. Hagerman, Principal of the Evening Industrial Classes; Mr. Kenner, Principal of the Collegiate Institute, and Mr. Jamieson, Head of the Commercial Department in the Collegiate Institute, gave assistance. To Inspector Mowat our special thanks are due for assistance given in making the studies of the individual plants and in securing for us the data regarding the adolescents attending and not attending the schools in the city.

JAMES C. MILLER,  
*Assistant Director.*

F. S. RUTHERFORD,  
*Organizer.*

**TORONTO, October 16th, 1920.**



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Data *re* Adolescents.

**2.**

Data *re* Employment.

**3.**

Distribution of Population,

and

Municipal Statistics.

**4.**

Survey Returns from Industrial Establishments.

**SECTION I.****Questions to be Answered**

1. Is the need for vocational education in Peterborough sufficient to justify the establishment of a Day Vocational School under the Industrial Education Act?

2. If established, what should be the range of work undertaken by such a school?

3. What accommodation should be provided and within what general area should such a school be located?

## SECTION II.

## Analysis of Information

## A.

*Adolescents in Peterborough. (See Chart No. 1.)*1. *Adolescents attending school:*

Age	Collegiate Institute	R. C. Advanced Schools	Totals for High Schools	Public Schools	R. C. Separate Schools	All Elementary Schools	Totals all Schools
12.....	9	17	26	314	102	416	442
13.....	37	19	56	237	58	295	351
14.....	83	28	111	102	35	137	248
15.....	95	34	129	35	10	45	174
16.....	96	26	122	11	0	11	133
17.....	51	11	62	5	0	5	67
18.....	28	3	31	0	0	0	31
19.....	8	0	8	0	0	0	8
Totals.....	407	138	545	704	205	909	1,454

Sex	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Totals.....	185	222	67	71	252	293	345	359	101	104	446	463	698	756

2. *Adolescents not attending school:*

Estimated number 14 years of age not attending school.....	152
Estimated number 15 years of age not attending school.....	225
Estimated number 16 years of age not attending school.....	260
Estimated number 17 years of age not attending school.....	325
	962

NOTE.—The basis used in making these estimates has been checked with that found to be satisfactory in Milwaukee and also with that worked out by the Dominion Census Bureau, and has been found to be reasonably accurate.

3. The number of adolescents 14-16 years of age attending and not attending school is  $422 + 377$ , or 799.

The number of adolescents 16-18 years of age attending and not attending school is  $200 + 585$ , or 785.

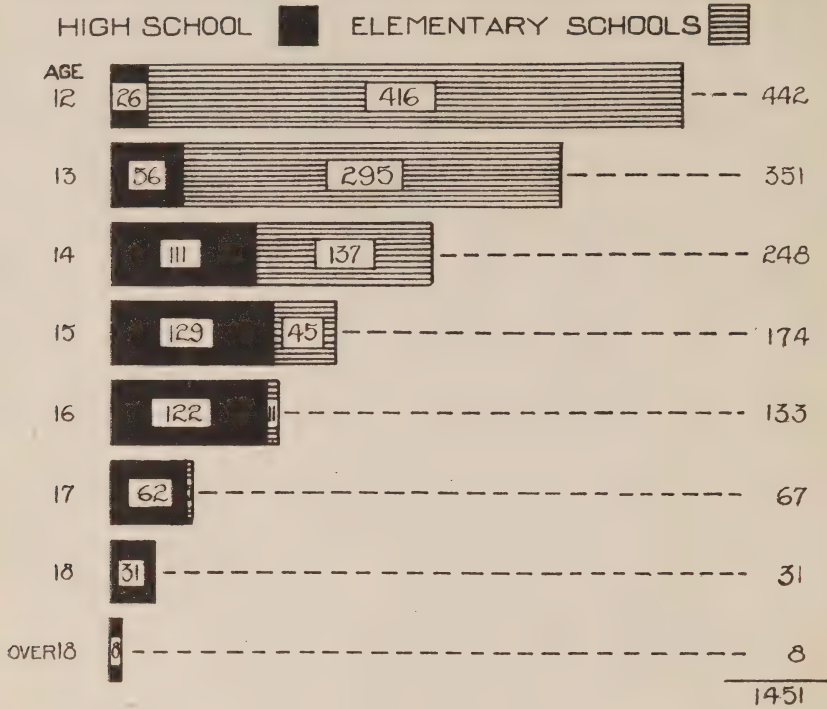
The number of adolescents 14-18 years of age attending and not attending school is  $622 + 962$ , or 1,584.

NOTES:—a. If the adolescents now 14-16 years of age not in school were to be required to attend school under the provisions of the Adolescent School Attendance Act, an additional group of approximately 377 students would have to be provided for in either full-time or part-time day classes.

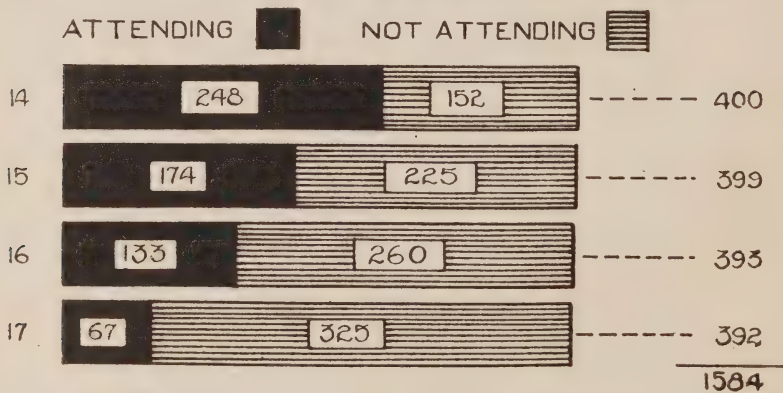
b. In the autumn of 1922, when the organization of part-time classes is to be required, there will be, if present ratios persist, a group of 793 adolescents 14-16 years of age, of whom 418 may be expected to be in full-time attendance at school and 375 in full or part-time attendance at school, to be provided for.

c. In the autumn of 1923 there will be the additional group of adolescents 16-18 years of age, who will come under the part-time requirements of the Adolescent School Attendance Act, for which provision will have to be made.

# ADOLESCENTS ATTENDING SCHOOL



# ADOLESCENTS ATTENDING AND NOT ATTENDING SCHOOL



PETERBOROUGH SURVEY  
CHART NO. 1.



These calculations allow the departures from the community to be cancelled by the new arrivals, but do not allow for any excess of either departures or new arrivals. If the population of Peterborough increases considerably during the next two years, allowance should be made for such increase.

*B.*

*Employment in Peterborough.*

1. Information was secured from 47 industrial establishments and five departmental stores. The 5,420 employees of these firms have been classified into groups, representing 84 different kinds of work or jobs. The classification of employees as given by the firms is the basis of this grouping. In some cases jobs very much alike have been grouped under one designation. The numbers given represent those employed at the time of the survey. The actual number employed will fluctuate from time to time according to the demands for production and the availability of suitable labour.

2. *General Classification of Employees. See Chart No. 2.*

Note the relatively large number employed in metal working, electrical work, and draughting, textile work, commercial and clerical work, flour and food production, and in wood-working. Special consideration should be given to the relation of these to the services which a vocational school can render.

3. *Employment of Women and Girls. See Chart No. 3.*

Note the limitations of the employment of women and girls as compared with those of men and boys. These limitations apply not only to the variety of employment, but also to the upper limits of advancement while employed. Note the relatively large number employed in textile work, in making electrical equipment, in bookkeeping, stenography and general clerical work, in garment making, including millinery and dressmaking, and in retail selling. It is well to keep in mind also that in the case of the girls it is necessary to provide training not only for their more or less temporary wage-earning jobs, but also for their future activities as home-makers. While a vocational school can render valuable service in preparing girls for wage-earning, its most valuable service will be the training which it can give to help them in home-making activities.

4. *Employment of Adolescents. See Chart No. 4.*

NOTES:—*a.* Of the 377 adolescents 14-16 years of age not attending school, 206 are employed as indicated on the chart. This leaves 171 who are either at home or employed in retail business or in connection with other lines of business and professional work.

*b.* Of the 585 adolescents 16-18 years of age not attending school, 417 are employed as indicated on the chart. This leaves 168 who are either at home or otherwise employed.

*c.* Of the 962 adolescents 14-18 years of age not attending school, 623 are employed, as indicated on the chart. This leaves 339 who are either at home or otherwise employed.

*d.* The majority of the 339 adolescents will be either at home or employed as office help, sales persons, and in messenger and delivery service for the firms listed in paragraph 5 which follows.

*e.* The distribution of employed adolescents by wards has a bearing on the question of determining the most suitable location of the school from the point of view of the part-time classes.

METAL WORKING

1165

CLERICAL &  
DRAUGHTING

781

TEXTILE WORK

772

COMMERCIAL

756

FLOUR &amp; FOOD

514

GENERAL LABOR

508

WOOD WORKING

339

PRINTING

155

LEATHER WORK

122

MILLINERY &  
DRESSMAKING

73

STEAM  
ENGINEERING

57

PAINTING &  
DECORATING

50

MARBLE WORKS

53

AUTO  
MECHANICS

50

CANDY MAKERS &  
MISCELLANEOUS

21

PLUMBERS &  
PIPE FITTERS

1

CLASSIFICATION  
OF  
5420 EMPLOYEES  
OF  
52 FIRMS

PETERBOROUGH SURVEY  
CHART NO. 2.

TEXTILE WORKERS

402

ELECTRICAL WORK

237

BOOKKEEPERS &amp;c.

121

STENOGRAPHERS

105

GARMENT MAKERS

103

PACKING &amp;c.

90

RETAIL SALES

80

CANDY MAKERS

22

LOCK MAKERS

20

CLOCK MAKERS

10

BOOT WORKERS

15

BOOK BINDERS

9

LEATHER WORK

6

PAPERMILL WORK

6

MATTRESS MAKERS

2

PRESS FEEDERS

2

# CLASSIFICATION OF EMPLOYMENT

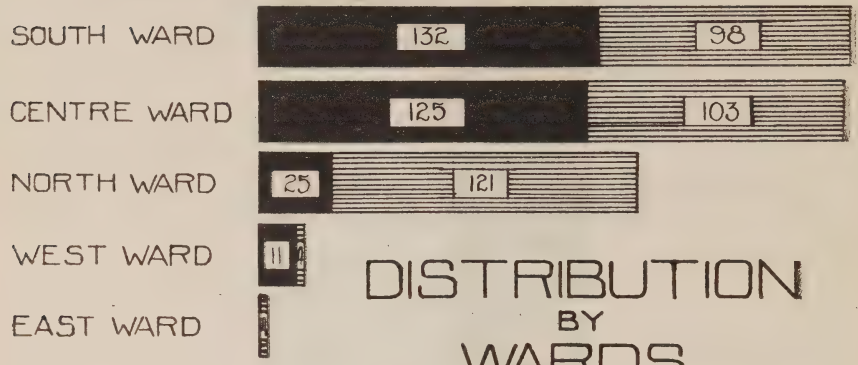
OF  
1238

## WOMEN AND GIRLS



PETERBOROUGH SURVEY  
CHART NO. 3.

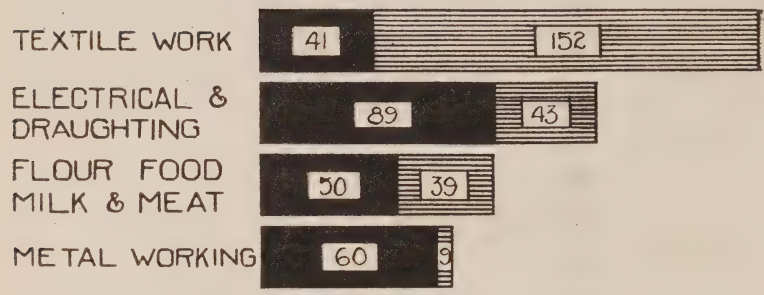


# EMPLOYMENT OF 623 ADOLESCENTS



## DISTRIBUTION BY WARDS

BOYS  GIRLS 



## DISTRIBUTION BY OCCUPATIONS



f. The distribution of employed adolescents according to the kinds of work has a bearing on decisions regarding the nature of the instruction and training to be given to part-time classes.

*5. Other Employment Opportunities. See Chart No. 5.*

In addition to the employment opportunities represented in the preceding sections, there is practically the whole field of retail business, professional work, miscellaneous trades and personal service to be considered. It was impossible in the time available to visit more than a few of each of the firms engaged in retail business and special trades. From the classified directory we have obtained the distributions indicated on the chart.

The relation of the commercial firms to the services which a commercial department of the vocational school can render should receive careful consideration. The relation of the special trades to the courses for boys in the day and evening classes will be apparent.

C.

*Distribution of Population.*

The distribution of the population as to residence, places of work, and lines of communication has a direct bearing on the question of determining a suitable site for a school that is planned to serve the community as a whole. The ward distribution of places of work for employed adolescents—*See Chart No. 4*—has a significant relation to the question of making the most convenient and suitable arrangements for part-time instruction under the provisions of the Industrial Education Act. A careful study of the map at the end of the report, should be made when considering the question of a site for the vocational school.

SECTION III.

**The Questions Answered**

I. Is the need for vocational education in Peterborough sufficient to justify the establishment of a Day Vocational School under the Industrial Education Act?

*Answer.*—In the light of the facts revealed in the preceding sections, it is clear that the answer to this question must be in the affirmative. Such provision is a real necessity if the following educational needs are to be met:

a. The need of giving to boys and girls who are to enter industrial, commercial and home-making activities, and who are able to attend a secondary school full time for from one to four years, as satisfactory a preparation for citizenship and for their future vocations as is now provided for those looking forward to professional service.

b. The need of providing for boys and girls, who find it necessary to enter industrial, commercial and home-making activities as soon as they are fourteen years of age or later during their adolescent years, the most suitable part-time instruction and training in accordance with the requirements of the Adolescent School Attendance Act.

c. The need of reducing, as far as possible, the present waste of time and effort of young employees and of their employers due to the absence of effective vocational counselling and of a satisfactory apprenticeship system.

d. The need for a more extended programme of evening and special day vocational classes and for more suitable and adequate accommodation and equipment for such classes. Experience elsewhere shows that the establishment of day vocational schools increases rather than decreases the numbers attending evening classes.

# CLASSIFICATION OF COMMERCIAL FIRMS

GROCERIES

61

INSURANCE

16

DRY GOODS

16

MEATS

14

PRODUCE

10

CONFECTION

9

DRUGGISTS

9

BANKS

8

FURNITURE

8

PIANOS &amp;

8

FUEL

8

REAL ESTATE

7

STATIONERY

6

CLOTHING

6

HARDWARE

5

MILLINERY

5

FURS

4

JEWELS

4

AUTOMOBILES

24

BLDG. CONTRS

17

PLUMB. &amp; HEATING

10

PAINT. &amp;c

6

ELECT.

4

ARCH.

3

MISCELLANEOUS  
TRADESPETERBOROUGH SURVEY  
CHART NO. 5.



e. The facts revealed in Section IIA show that the number of adolescents who may be expected to receive service from such a school is sufficient to assure a substantial and permanent group of full and part-time day students.

f. The enrolment in the evening classes in Peterborough during the past few years indicates only the minimum of what may be expected if a vocational school is established.

g. The variety of industrial and commercial activity in Peterborough—Section II B—gives a substantial basis of local employment for the majority of the graduates of a vocational school. Suitable preparation for these employment opportunities will tend to reserve for Peterborough's boys and girls the best employment opportunities of their home city. Because of the nature and variety of work involved, this preparation, while favouring local needs, will not limit the opportunities of the graduates to Peterborough.

h. The economic significance of the adolescent group in a community and its direct contribution to industry and commercial life may be more fully realized by giving due consideration to the fact that the 1,000 (in round numbers) employed adolescents in Peterborough earning on an average of about \$500 a year represents an annual pay roll of \$500,000. Indirectly, and it may be in some instances directly, these boys and girls are doing their bit in supporting financially the institutions and public services of the community.

II. If established, what should be the range of work undertaken by such a school?

*Answer.—A. As to Courses of Instruction.*

1. Full-time, Part-time and Evening Commercial Courses.
2. Full-time, Part-time and Evening Industrial and Home-making Courses for Girls and Women.
3. Full-time, Part-time and Evening Industrial and Technical Courses for Boys and Men.
4. Special Day Courses for Nurses, Home-makers and others whose needs will be served better by such classes than by evening classes.
5. Special Full-time Courses for over-age (*i.e.*, over 14 years of age) boys and girls in the lower forms of the Elementary Schools.

*B. Vocational Courses. Note the relation of these to the question of Accommodation and Equipment.*

While it is not intended that this Report should attempt to go into the detailed planning of the above-mentioned courses, it is well to have recorded here the fact that the survey revealed the need for instruction and training along the following lines:

1. Mathematics, as applied to the trades and industries.
2. Blue-print Reading, as needed by many of the trades and industries.
3. Mechanical Drawing, Machine Design and Advanced Draughting.
4. Accounting, Book-keeping, Stenography, Salesmanship and Secretarial Work.
5. Machine Shop Practice and Tool-making.
6. Electrical Work—Wiring, Power Station, Power Transmission, Electrical Equipment.
7. Industrial Studies: Raw Materials, Processes and Products in the Textile, Electrical, Metal-working, Wood-working, Cereal Products and Meat Products Industries.

8. Wood-working, including Carpentry, Cabinet-making and Canoe-building.
9. Power Sewing Machine Operation, Garment Cutting and Making.
10. Dressmaking and Millinery.
11. Automobile Mechanics and Welding.
12. Applied Mechanics, Physics and Chemistry.
13. Pattern-making and at least the principles of Moulding.
14. Show Card Writing and Sign Painting.
15. Theory of Textiles, including Design.
16. Stationary Steam Engineering.
17. Dietetics, Chemistry of Foods, Invalid Cookery for Nurses in Training.
18. Home-making, Home Nursing, Cooking.

NOTE:—It will be apparent that the Evening, and, to a large extent, the Part-time Courses will be determined by these needs and that from the most basic and extensive of these needs the vocational parts of the Full-time Day Courses will be selected.

### *C. General Courses.*

In all the Full-time Day Courses and to the extent needed in Part-time Day Courses, provision must be made for instruction in English, in Mathematics, in Science, in Social Studies, and in Physical Training. All will recognize the necessity of providing for all boys and girls during their adolescent years a basic preparation for intelligent and effective participation in civic and social life, as well as in their chosen vocations.

III. What accommodation should be provided and within what general area should such a school be located?

*Answer.*—A.—As to accommodation.

#### *General.*

1. Office for Principal and Advisory Committees.
2. Library suitable for study purposes as well as book storage.
3. Assembly Hall and Gymnasium—one unit for both purposes, or two independent units, whichever be preferred.
4. Teachers' Rooms.—One small room for male teachers, with toilet adjacent. One small room for female teachers, with toilet adjacent.
5. Toilet Rooms for male and for female students.
6. Heating and Ventilating Unit.
7. Lighting for Evening Class purposes in all rooms.

#### *Shops and Laboratories.*

1. Wood-working Shop—cabinet, carpentry, pattern, canoe.
2. Machine Shop, for general machine shop practice and automobile mechanics.
3. Electrical Workshop.
4. Physics and Industrial Laboratory.
5. Chemical Laboratory.
6. Dressmaking and Millinery.
7. Cooking Kitchen.
8. Dining-room, Kitchenette and Bedroom.
9. Draughting Room.
10. Freehand Drawing, Mechanical Drawing and Art.
11. Typewriting Room.

*Class Rooms.*

- 4 class rooms for Commercial Department.
- 1 office for Commercial Department and Office Practice.
- 2 class rooms for Full-time Day Students—boys.
- 2 class rooms for Full-time Day Students—girls.
- 1 class room for Part-time Day Students—girls.
- 1 class room for Part-time Day Students—boys.

It is not possible to indicate the cost of such a building under present conditions without preparing plans and specifications and securing tenders or estimates by building experts. The unit suggested should care for the needs of about 300 full-time day students—including commercial—and about 400 part-time day students. An evening class enrolment of 500 or more could be cared for by a suitable distribution of classes during the week. The building should be planned so that either or both the class-room space and the shop or laboratory space can be extended without the necessity of altering the first building unit.

*B. As to Location.*

*Answer.*—It is not within the province of this report to recommend any particular site for such a school. From the standpoint of service to the greatest number, with a minimum of inconvenience, it should be located within a block or two of a main car-line in Centre Ward or near the Eastern or Southeastern part of the West Ward. Within these limits the question of cost and of sufficient grounds should be the determining factors. (*See map on following page.*)



# PETERBOROUGH.

## LEGEND —

PUBLIC SCHOOLS



SEPARATE SCHOOLS



COLLEGIATE INSTITUTE

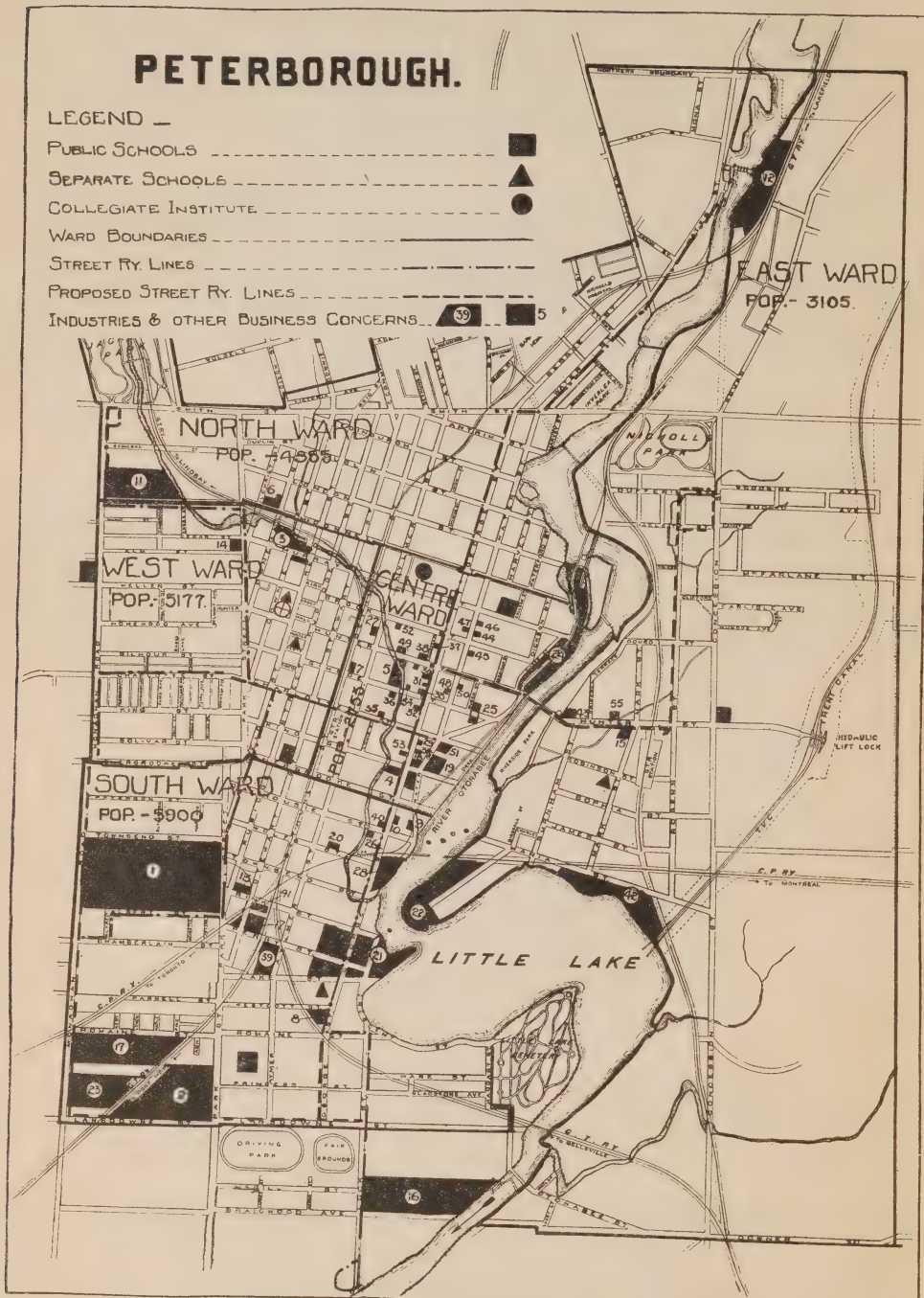


WARD BOUNDARIES

STREET RY. LINES

PROPOSED STREET RY. LINES

INDUSTRIES &amp; OTHER BUSINESS CONCERNS



## APPENDIX C

### REPORTS OF THE INSPECTORS OF CONTINUATION SCHOOLS

#### I. REPORT OF INSPECTOR MILLS

TO THE HONOURABLE R. H. GRANT, M.P.P.

*Minister of Education for Ontario.*

SIR,—I have the honour to submit the following report on the Continuation Schools under my supervision for the academic year 1919-1920.

I have the honour to be, Sir,

Your obedient servant,

G. K. MILLS.

Toronto, December 31st, 1920.

My division of the province during the past year includes all territory between Toronto and Cochrane, north and south, and between Sault Ste. Marie on the west and the eastern boundaries of the province. In this territory there are seventy-one Continuation Schools in operation. These are classified as follows:

Grade A Schools (having the full time of three teachers).....	..
Grade B Schools (having the full time of two teachers but less than the full time of three) .....	48
Grade C Schools (i) (having the full time of one teacher but less than the full time of two) .....	8
Grade C Schools (ii) (having the full time of one teacher).....	15
Total .....	71

New schools have been opened at Marmora and Minden. The school at Sturgeon Falls is now Grade B. An additional teacher to do half-time work in the Continuation School has been added to the staff at Lansdowne, Manotick and Agincourt. The school on Wolfe Island has not been open for two years owing to the inability of the Board to secure a teacher. Early in July the School Boards of Bobcaygeon and Iroquois Falls made application for, and received the approval of the Minister to the establishment of Continuation Schools, but for some reason the necessary steps to carry on the work were not taken.

#### The Teachers

Year after year the number of male teachers decreases. In all there are 128 teachers in these schools, of whom 31, or less than 25 per cent., are men. While this is a higher proportion of men than is to be found in Public Schools, it is much lower than in High Schools and Collegiates. It is not to be expected that these

small schools will attract and hold capable, energetic and ambitious young men. Because of the wholly inadequate salaries offered and lack of any prospect of promotion such men find their way into the High Schools or Collegiates or out of the profession entirely. Of the 128 teachers nine men and nineteen women hold degrees from some University and many have High School Assistants', as well as first-class certificates.

### Salaries of Teachers

During the past year there has been a decided scarcity of teachers, which seems to be increasing notwithstanding the marked increase in salaries offered. Boards that last year paid \$1,200 and \$1,000 to women teachers, are paying this year \$1,500 and \$1,200. While some Boards seem to regard this increase as an extravagant demand on the part of the teachers and talk of it as a "hold up," others with a better knowledge of conditions or a fairer sense of justice express surprise that teachers can be engaged at these figures. I have seen an energetic, capable young man acting as Principal of a Continuation School at \$1,300 per annum while a very poor type of labourer on the provincial highway nearby was receiving \$5 per day.

In the past, despite very meagre salaries, it has been possible to keep up a constant stream of young men and women who have been willing to undertake the work and expense of preparing themselves to teach school for a few years, since it offered a respectable livelihood while preparations were being made to enter some profession or business. Usually such men and women were young and had little professional preparation, but they had native ability above the average, willingness to work and a desire to succeed that went far to make up for lack of skill. The academic preparation necessary lay directly along the road they intended to travel later, and the professional training was very limited and inexpensive. The experience and maturity of mind gained and the rapid development of character were of much more value than the salary earned.

Conditions have changed. Profitable employment can readily be secured. There is little of the exhausting physical labour and long hours of the past. The wages offered, the short hours, the freedom from restraint either at home or in school, the possession of money necessary to seek pleasure and entertainment, all tend to induce youths to leave school at an early age. Compared with this, the long years made up of monotonous days and nights of steady application to work, the mental labour, the confinement, the restraint, the dependence on others, offer little attraction to active youth. The John Adams of the present day who leaves Latin for ditching does not come back to school. Instead, he gets an eight-hour-a-day job tending a machine, possibly the ditcher, at a wage that makes his teacher envious. The conditions regarding employment of girls are quite as favourable. While these conditions may not continue at the same level as during the past few years, it is quite certain that young men and young women in the future will have many opportunities for profitable employment in mental, as well as in physical occupations that were not open to the youth of a few years ago.

Besides this, the expense of preparation for teaching has greatly increased, and if we are to prepare our teachers to serve the needs of the localities in which our secondary schools are located, we must give them an education and a training that will not lie along the road to professional life to the same extent as in the past. Our secondary schools must not any longer be the monopoly of those who choose to enter professional life. They must be made to serve the needs of that large



body of young men and women who have left school for various reasons before reaching the standard of Entrance examinations as well as those who do reach that standard. In order to do this our teachers must receive an academic and a professional training that will enable them to meet the needs of those to be served by these schools.

Because of the numerous opportunities for profitable employment in the cities and large towns and of the advantages offered by well equipped and fully officered secondary schools, providing courses leading directly to all kinds of professional and industrial occupations, it is becoming more and more necessary to rely upon the secondary schools in rural centres, villages and small towns for a sufficient body of young men and women to replace the annual wastage of teachers. Many of these have that acquaintance with rural conditions that is essential for efficient service in the small secondary schools of rural districts, but it is useless to expect them to spend from seven to ten years in getting an education and training necessary to begin the work, additional years of practice, reading, study and attendance at summer courses and then to hope to retain their services at present salaries. Men and women of unusually high native ability and with years of education and training are demanded and the salary offered is very frequently below that demanded by unskilled labour. Only when the salaries offered reach a point when a man may maintain a family on a standard of living at least as high as the average in the community and under conditions that conduce to self-respect and confidence in the future will the teaching profession recruit itself.

#### **Improved Financial Conditions**

The most outstanding event of the past year in connection with the Continuation Schools has been the legislation of the last session, whereby the financial support is very greatly improved in three important ways:

(1) The Legislative Grants have been increased about fifty per cent, and as a consequence the County Grants will be similarly increased.

(2) Counties must pay the total cost of maintenance of county pupils attending Continuation Schools as has heretofore been done in the case of pupils attending High Schools.

(3) Adjacent counties must pay sixty-five per cent. of the cost of maintenance of pupils from these counties who attend Continuation Schools in other counties. This has heretofore been done in the case of similar pupils attending High Schools.

Continuation Schools now have an apparent financial advantage over High Schools inasmuch as the Legislative grants are relatively larger, but as these schools are usually located in school sections or small villages where the assessment is small, the cost of maintenance to the ratepayers is usually as great as in municipalities that support High Schools.

#### **Present Tendencies**

Three factors have combined to bring about a general increase in teachers' salaries during the past year. These have been the marked scarcity of teachers, the movement towards a federation of teachers and the better provision for financial support of the schools. Notwithstanding the increased salaries there are fewer students in our training schools than formerly. As a consequence salaries must increase until they are large enough to induce young men and women to take up teaching as a life work.

Another effect of the better financial support may be seen in the unusually large number of schools established during the past year. A better spirit of co-operation for the purpose of maintaining these schools is apparent. Adjoining school sections are uniting with each other to establish a school, starting usually with one teacher and doing Lower School work only. Several such Union Schools have already been established and more than the usual number of requests for information are being received. If provision were made whereby the cost of the building could be fairly apportioned among those municipalities benefited, there is very little doubt but the number of these schools would rapidly increase.

This increased financial assistance has had one effect that is not good. Heretofore when the attendance at a Continuation School reached a point where a third teacher became a necessity it was in the interest of the school financially to become a High School, as the County had to pay the total cost of maintenance of County pupils attending a High School but not of those attending a Continuation School. Under present conditions High Schools and Continuation Schools have the same claim on the County for maintenance of County pupils and as the Legislative grant to Continuation Schools is somewhat larger than to High Schools, there is no inducement for the larger schools to become High Schools. If they remain as they are the Boards may appoint teachers with lower qualifications and therefore at lower salaries. As a result very few Boards will seek to convert the school into a High School and the incentive to a healthy progressive growth in that direction is gone. It would, in my opinion, be well to encourage the development of these and smaller schools along other lines such as some forms of industrial or agricultural work for the boys and of Household Science for girls.

### Conditions That Require Remedy

#### I. Cost of Building

In the majority of communities in which these schools are located it has been necessary to erect new buildings or additions to old ones in order to provide the necessary classroom accommodation. The total cost of building and furnishing is borne by the school section or village in which the school is located. The attendance at many of these schools has increased very rapidly during the past two years, and it is now necessary to provide additional classroom accommodation and teaching staff. The overcrowding in most cases is due to the increased attendance of county pupils, and yet no portion of the cost of the building is borne by the county or by the township. Many of our schools need more classroom accommodation, but as the Act is at present the Inspector feels that it is a hardship to require the school section or small village to undertake the whole cost of building.

When secondary schools were confined to the larger centres this unfairness was not so apparent, but as these schools become established in smaller places the cost of the building becomes a great burden. At present it is the chief obstacle to the rapid extension of these schools. Very many communities are deprived of all opportunity for secondary school education of any kind because, to establish such would mean additional classroom accommodation, and while the ratepayers in the section might be willing to shoulder a fair share of the cost, it is not easy to persuade them that they should provide a school building free for pupils who come from outside the section. Some means should be found that will divide the cost fairly among the municipalities that benefit by the school.

## II. Extension of Service

I have dealt with this topic so frequently in my annual reports that I would keep away from it if I were not convinced that it is the most important and at the same time the most difficult educational problem of the present day. The necessity for making every effort to extend the work of our secondary schools so as to serve the needs of the great body of youth who for various reasons have left school before reaching the standard of Entrance examination, who have no notion of entering any profession but expect to follow some form of agricultural occupation; the importance of such service, both for the State and the individual; the simple act of fairness contained in such an effort, inasmuch as it is an attempt to permit every child to share in public money expended for secondary education, so that he may, to some degree, develop the abilities he possesses and live the life he chooses with greater happiness for himself, benefit to the community, and profit to the State than would otherwise be possible; all combine to make the problem one of first importance. The financial difficulties, the necessity for increased classroom accommodation, the scarcity of suitable teachers, and the influence of traditional ideas regarding education make a satisfactory solution of the problem very difficult and one that requires the utmost wisdom and patience.

Within very recent years, earnest efforts have been made with gratifying success, to serve the needs of similar youths in cities and large towns by means of technical schools, commercial schools, mining schools, textile schools, day and evening industrial classes and in other ways. It is true that the problem in large centres is much simpler than in rural districts, because a large body of public opinion actively supports the efforts of those engaged in the work. The artisans from European countries have had experience in such schools and the problem of gathering the young people to suitable centres needs no consideration. In spite of the difficulties to be faced, there is no doubt that in this, as in all other problems, a clear conception of the need will open a way to the solution. Whether it is done by the regularly qualified resident teachers of the school staff, or by teachers employed to go from school to school on the circuit plan, or by practical men on farms who may have spent some time at the Agricultural College, or by a combination of plans, is a matter of detail. It is quite probable that all plans will be found needful and helpful, and that for many years to come no one plan should be adopted to the exclusion of others.

In my opinion the direction of this extension of service should be along the following lines:

1. Winter schools for young people, without any fixed standard of Entrance.
2. A department of Agriculture and Farm Mechanics.
3. A department of Household Science.
4. Provision for courses of lectures on subjects desired by the community and approved by the Department.
5. The development of the aptitudes and tastes of the young people both of the winter school and the regular school through efficient operation of debating, literary, musical and art societies.



## II. REPORT OF INSPECTOR HOAG

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

SIR,—I beg to submit for your consideration a brief report on the general condition of the Continuation Schools which have been under my supervision for the year 1919-20.

I have the honour to be, Sir,

Your obedient servant,

J. P. HOAG.

Toronto, January 4th, 1921.

### Schools and Teachers

During the year 1919-20, I have had inspectoral supervision of those Continuation Schools situated in the western peninsula of Ontario, between Georgian Bay and Lake Erie, and along the main line of the Canadian Pacific Railway from Sudbury to Keewatin. The schools in this inspectoral district may be described as follows:

No. of Schools.	Description.	No. of Teachers.
11	Each employing 1 teacher .....	11
4	Each employing 1 full time and 1 half time teacher .....	8
55	Each employing two teachers .....	110
5	Each employing 2 full time teachers and 1 part time teacher .....	15
A total of 75 schools and		144 teachers

### Inspectoral Visits

Under the regulations of the Department of Education, it is necessary to spend one day of inspection for each teacher on the staff of a school. In many cases, local conditions or changes in staffs may make it necessary to visit a school a second, or even a third time during the year. During the past year it has been found necessary to visit a number of places to discuss with trustees and ratepayers the question of establishing new Continuation Schools. As many of the Continuation Schools are situated on branch lines of railway or at some distance from a railway, it is easily seen that the time of a Continuation School Inspector is pretty fully occupied.

I am pleased to be able to report that I have been able to visit each school during the school year and to make additional visits where this was found necessary.

In my visits of inspection, I have very often been accompanied by the local Public School Inspector. It is my duty and privilege to acknowledge the great assistance I have received from the local Inspectors, whose knowledge of local conditions is necessarily far greater than mine. Indeed I feel sure that the active sympathy of the Public School Inspectors has been one of the main factors making for the success of the Continuation School movement. In almost every case where a new Continuation School is established, it is the local Inspector who takes the initiative in opening the question, and when the Continuation School Inspector visits the locality concerned, it is the local Inspector to whom he turns for advice and assistance.

### New Schools

The year 1920 has been marked by the increased interest shown in Continuation Schools throughout the rural districts. Five new schools, Ailsa Craig, Lobo, Aberfoyle, Morriston and Bolton, have been opened, and one school, Feversham, which for some years has been closed, has reopened. Several schools have added a teacher to their staffs. On the whole, the Continuation Schools have increased in number and in teaching strength during the year.

Several places such as Wheatley, Dorchester, Embro, etc., have begun a movement to organize Continuation Schools, and many inquiries have been received from other places as to conditions and financial support.

### Co-operation

In connection with the recent movement toward extension of the Continuation School idea, it is interesting to note that co-operation is the keynote. Several sections unite to maintain a Continuation School. While the idea of union for this purpose is not new, since places like St. George and Ayr have had union for Continuation School purposes for some years, yet the year 1920 has been notable for the coming of the idea of union into fuller strength. In Middlesex County, for instance, Mt. Brydges Continuation School is supported by a union of five school sections; Lobo by a union of six sections, and Dorchester is proposing to open in 1921 with a union of five sections.

It is gratifying to find that where union has once been established, there has always been success. At St. George, in Brant County, when the last term of agreement for union expired, not only did all the original school sections agree to a renewal for a further period of five years, but another neighbouring section asked to be admitted and was admitted to the union. And this in face of the fact that St. George Continuation School is facing a building programme.

### Consolidation

It is, as yet, too early to say what effect Consolidation of Schools may have upon the Continuation School movement, but I feel sure that in most cases, wherever consolidation is effected a Continuation School will be established. Indeed, I find that when public meetings are held to discuss the question of consolidation, the strongest argument in favour of such consolidation is that it will provide an opportunity to give pupils secondary education with a home and rural environment. As consolidation spreads the number of Continuation Schools will increase. But in many cases where consolidation is not, as yet, possible, a union of school boards may establish a Continuation School.

### School Work

With the character of the courses of study provided in our schools, I shall not deal, as the whole question of secondary school work is being considered by a very representative committee appointed for that purpose. But with the character of the work done in our schools, I am highly pleased. Teachers and pupils are alike earnest and studious, and as the outside distractions are not so great in smaller places as in cities and towns, great attention is given to mastering the courses presented. I feel that good work is being done.

### Scarcity of Teachers

There is, however, a great scarcity of properly qualified teachers. As a result of this, there are in my inspectorate a greater number of teachers holding temporary certificates of qualification than there has been for some time in the past. This scarcity is caused to a large extent by the fact that the High Schools have been attracting many of our teachers, on account of the larger salaries these schools were prepared to pay, and also on account of the fact that the number of subjects which a teacher in a High School has to teach is smaller than the number the teacher must teach in a Continuation School.

### Art

In many schools I find that the work in Art is not satisfactory. This is due in some degree to the fact that many teachers are not well qualified to teach Art. It is, however, due also to some extent to the fact that many parents and trustees and most of the boys look upon the Art work as of little use. Indeed, some Boards have asked if they might not substitute simple commercial work and drawing for the colour work in Art. In the large High Schools and Collegiate Institutes it is possible to teach both Art and Commercial Work, but in a two-teacher Continuation School this is impossible as the time of the teachers is fully taken up with compulsory subjects of which Art is one.

It would appear that a certain amount of elasticity in the choice of such subjects as Art, Agriculture and Horticulture, and Commercial Work might be permitted so that School Boards having control of two and three-teacher schools might, with the approval of the Inspector, select the subject most suited to the youth of the community. Thus one school might teach Art; another, Agriculture and Horticulture; and another Commercial Work. I feel assured that as much use and cultural value may be found in any one of these subjects as in any other but it is clearly impossible for a small school to provide for all of them. Too much attention has, I feel, been given to Art in the past.



## APPENDIX D

## REPORTS OF THE INSPECTORS OF HIGH SCHOOLS

## I. REPORT OF INSPECTOR HOUSTON

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I beg to submit for your consideration a brief report on the general condition of the Collegiate Institutes, High Schools, and private institutions which were under my supervision during the academic year 1919-20.

I have the honour to be, Sir,

Your obedient servant,

Toronto, December, 1920.

J. A. HOUSTON.

During the year I visited the following schools:—

*Collegiate Institutes.*—Brantford, Chatham, Galt, Ingersoll, Kitchener, London, St. Mary's, St. Thomas, Sarnia, Stratford, Strathroy, Toronto (Harbord, Humberside, Jarvis, Riverdale, Malvern, Oakwood, Parkdale), Windsor, Woodstock—total twenty.

*High Schools.*—Amherstburg, Aurora, Aylmer, Dutton, Essex, Forest, Georgetown, Glencoe, Hagersville, Lucan, Leamington, Newmarket, Oakville, Paris, Parkhill, Petrolia, Port Dover, Port Rowan, Simcoe, Streetsville, Ridgetown, North Toronto, Tillsonburg, Vienna, Wardsville, Waterford, Watford, and Wallaceburg—total twenty-eight.

*Private Schools.*—The Ursuline Convent, Chatham; The Loretto Convent, Stratford; St. Anne's Convent, Kitchener; Loretto Abbey, Toronto; Loretto Day School, Toronto; St. Angela's College, London; Bishop Strachan School, Toronto; Alma College, St. Thomas; St. Mary's Academy, Windsor—total nine.

I had visited each of the above schools during the academic year 1918-19, so that I was already in touch with existing conditions in each. This made my inspection in many cases a visit of pleasure as well as of duty, enabling me to see the progress which had been made in accommodation, or in academic work. I do not purpose, in present report, to give statistical tables in this connection as they would not serve any useful purpose and would be largely a repetition of last year's figures.

#### Accommodations

In my last report I made reference to the general increase in attendance in the majority of the schools, and the consequent necessity for providing more classroom and other accommodation. During the past year this increase in attendance has become even more marked, but I regret to say that the additional accommodation is not yet in evidence. There is a very general policy of postponing any expenditure for such purpose, in the hope that the cost of building may come down, and in many towns and cities the schools are suffering as a result.

In Toronto, more class-rooms are being provided in Parkdale, Malvern and North Toronto, while the opening of the new Davenport High School has some-

what relieved the situation at Oakwood and Harbord. There is still urgent need for more class-rooms.

Brantford, St. Thomas, Kitchener, Galt and other places are marking time, and making temporary provision for their work in basements, assembly rooms, libraries, etc., and meantime are pursuing a policy of "watchful waiting."

London Collegiate was destroyed by fire during the year, with the result that the Commercial Department has been transferred to the Technical Building, and the rest of the school temporarily housed wherever a place could be found. It is to be hoped that the London Board will soon come to a definite decision as to the policy of extension which will best serve this most important educational centre.

Many of the smaller towns are also facing the question of more room for the schools, and are adopting all kinds of expedients to meet immediate demands in hope that conditions may in some way become more favourable.

The general situation will not be improved by the coming into force of the Adolescent Attendance Act, and I anticipate a very serious condition of affairs when work begins next September. I shall be very much surprised if one half of the secondary schools do not find themselves unable to provide the accommodation required by those seeking admission.

### **Reading, Writing and Spelling**

In my report of last year I submitted figures showing the gradings given in the above subjects through a series of tests applied in all the schools I had visited during the year. Similar tests have been regularly and systematically given during the year just completed; these tests show a higher grading in reading and writing (especially in the latter) while the results in spelling remain much the same. Experience and observation prove conclusively that, when these subjects receive special attention in connection with all the subjects of the school course, results are generally satisfactory; when they are treated as separate units, results are not so good. The best method of dealing with these essentials of a good education is to consider them as an integral part of every course studied, not as courses in themselves, and to plan the work accordingly. The weight of evidence is entirely in favour of this method of treatment as producing excellent results.

### **Correlation of Subjects**

For many years educationists have accepted the theory that best results are obtained when the work in any particular subject is carried on by the same teacher throughout a pupil's entire school course. The main argument in favour of this idea is that a teacher is building on foundations laid by himself, and that there is therefore no loss of time on the part of either teacher or pupil, the work goes on continuously from year to year. If by a subject, one means English, or science, or mathematics, I have no fault to find with the theory, but in actual practice things do not work out in that way. Instead of one teacher having the English in a class, it is not unusual to find one teacher taking literature, another composition, another history or geography, still another grammar or reading, so that four or five are having a share in what is really but one subject. This condition necessarily leads to considerable over-lapping, lack of correlation, loss of time and teaching power, and lack of that continuity and connection which might be expected if these branches of the subject were more largely in the hands of one teacher. The connection between literature and reading, reading and grammar, composition and history, history and geography is so close, and the relations are so intimate that it seems impossible to work to best advantage if these subjects

are scattered amongst different members of the staff, yet our system of organization has favoured this scheme of division for many years.

When the qualifications of the members of a staff would permit its being done, I would suggest that all the English of any one class should be placed in charge of one teacher; English could then be made what it really is, one subject, not half a dozen. There would be little difficulty in carrying out this plan in the smaller schools; some few of the larger schools have already practically adopted it, with results that have been eminently satisfactory. I know that our Regulations provide that reading, for example, throughout a school should be, if possible, in the hands of one teacher; it is the wisdom of just such a regulation that I am questioning. Might we not expect better results and more interest in the work, if reading were made what it really is, an integral part of literature and grammar?

I have used English to illustrate my suggestion; the same arguments apply, to a greater or lesser extent, to mathematics, science, or classics, though in these branches of study there has not been the same dissipation of energy or lack of correlation as in the English, owing to the fact that the subdivisions of these departments are fewer in number.

### **Independent Investigation**

It is only repeating what every one will acknowledge, to say that educating a child means giving such training as will fit him for future service and citizenship, and does not mean filling his mental pigeon-holes with unrelated, though possibly interesting, facts. The acquisition of knowledge or information is but a small part of one's education; it may enable a candidate to pass successfully an examination test, but it may not make him any stronger to face the problems which will meet him in everyday life. The best service teachers can render to their pupils and to the state is to train those pupils in thinking and acting for themselves, to encourage in them the spirit of investigation which exists in every normal mind, to impress on them that what is worth having is worth working for, and to make their attitude towards life one of self-reliance, not dependence on others. We are doing too much for our pupils that they might very well do for themselves if given the opportunity. Why not train them to use the tools which lie at their hand, train them to use their text-books, give them the library habit, stimulate the idea of original research on their part so that they will not be satisfied merely to memorize notes which have been dictated to them? Such a course of training would produce a strong, independent, self-reliant body of men and women who would be in the future leaders, not followers, in the state, and who would be in the meantime even more successful in their school examinations than those who meekly and willingly submit to the filling-up process. The more we can cultivate the spirit of independent investigation the better will be the finished product sent out from our schools.

### **Courses of Study**

From time to time there have appeared in the public press criticisms of a more or less varied character directed against the courses of study provided in our secondary schools. The general drift of such criticism has been along one of two lines, either that the courses are not sufficiently elastic to allow a pupil latitude in his choice of work, or that the courses are so overloaded that they are more than a pupil can carry with advantage. There may be a considerable element of justice in both criticisms, but the responsibility for the defects complained of has usually been placed on the wrong shoulders. As the whole question of High School Courses is now being considered by a special committee appointed for that purpose, I shall



make no comment except to point out along what lines I should like to see changes made. In this connection it must be remembered that our secondary schools have three duties to perform, and that they cannot get rid of any one of the three; they must (1) provide a broad general education for the average boy or girl, (2) prepare candidates for entrance into the universities, and (3) give the necessary academic training to those who purpose becoming public school teachers.

In any new curriculum which may be adopted, there should be a lessening of the number of subjects made obligatory on all pupils, with a consequent widening in the choice of optional subjects to suit local needs, and at the same time there should be also a lessening of the burden borne by pupils in a limitation of the number of subjects that may be carried on at one time. There should also be a revision of the content of many of the courses to make them possibly more attractive and more suitable to the general needs. Above all, there should be the utmost freedom allowed to Boards and Principals, consistent with governmental control, in framing courses which would meet the needs of different localities and allow the stressing of certain lines of work in certain schools, so that each might function to best advantage in its own place and meet the requirements of its own constituents.

### Community Spirit

"The school is made for the people, not the people for the school." I wonder if people really realize this, or if the schools realize it. A school standing apart from the people is losing much of its power and influence. The closer the relationship and the intercourse between school and people, between teachers and parents, the more each is benefited. This co-operation can be brought about in many ways. Home and School Associations, Mothers' School Societies, the use of school halls and schoolrooms as centres of community functions, the general participation of teachers in civic and social activities, close co-ordination amongst church, school and home, all these tend to place the school and its staff where they should be, amongst the most powerful influences for good in the community. The church, the home, the school and the press constitute a quartette of powers which could accomplish almost anything upon which they agreed. A removal of the passive barriers which now exist between church and school, or between school and home will be an advance in the uplift of humanity. Through the school the community spirit can be fostered as it could never be through church, home or press, for the school appeals to all, and all should have in it a share and an interest and a pride and a feeling of ownership. Never has there been a more favourable opportunity than the present time offers for the promotion of genuine community feeling, and the school provides the best agency for carrying out such a move. Never has there been greater need for moral education and training in home and school, if our full duty is to be done and the results achieved which our progress in civilization demands.

Present conditions are unique; home and school must unite in applying and stressing the Golden Rule; by united effort much may be accomplished. The following extract from a recent daily paper is most suggestive: "It has been noticed everywhere that the greater number of criminals in this post-war wave of crime are boys or very young men, youthful amateurs in evil, whose callow minds have been most easily impressed by the pernicious influences of the times. Many of these, it has been shown, have gone out from comfortable homes to the exercise of banditry. This is a feature of the phenomenon that is most impressive in its call for the application of the counteracting influences of good in the bringing up of our boys."

## II. REPORT OF INSPECTOR LEVAN

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit the following report on the High Schools, Collegiate Institutes and Private Schools under my supervision for the year 1919-20.

I have the honour to be, Sir,

Your obedient servant,

I. M. LEVAN,

Toronto, December 31, 1920.

During the year I visited the Collegiate Institutes at Barrie, Collingwood, Clinton, Fort William, Goderich, Guelph, Hamilton, Niagara Falls, North Bay, Orillia, Owen Sound, Port Arthur, Seaforth, St. Catharines, 14 in all; the High Schools at Alliston, Arthur, Beamsville, Bracebridge, Bradford, Brampton, Caledonia, Cayuga, Chatsworth, Chesley, Dundas, Dundalk, Dunnville, Durham, Elora, Exeter, Fergus, Flesherton, Fort Frances, Gravenhurst, Grimsby, Haileybury, Harriston, Kenora, Kincardine, Listowel, Markdale, Meaford, Midland, Mitchell, Mount Forest, Niagara Falls South, Niagara-on-the-Lake, Orangeville, Parry Sound, Penetanguishene, Port Elgin, Sault Ste. Marie, Shelburne, Smithville, Sudbury, Thorold, Walkerton, Waterdown, Welland, Wiarton, and Wingham, a total of 47; and the following Private Schools: De La Salle College, Aurora; Loretto Academy, Guelph; Loretto Academy, Hamilton, and St. Joseph's College, Toronto.

#### Accommodations

I regret that there is so little to report in the improvement of the accommodations during the year. Some general repairs, for the most part of a minor character, have been made; but nothing has been undertaken in the way of erecting new buildings. Owing to the general inactivity in building since the summer of 1914, some of the present buildings are too small to provide suitably for the growing attendance; and others are sadly lacking in the conveniences that are generally to be found in buildings of recent date, and that are now necessary for conducting efficiently the work of the modern High School. Few of the High Schools have a Gymnasium or an Assembly Hall. Indeed it is not generally realized that these should not be considered luxuries but necessities in the equipment of a High School. Many High Schools, too, are ill provided with accommodations for the practical teaching of Science.

Sanitary conditions in the older buildings often leave much to be desired. Ill lighted class-rooms and glossy blackboards impose a severe strain on the eyes of the pupils, and may easily result in permanent injury to the sight. Ventilation is often ill provided for in the older buildings. The lack of provision for it, I often think, is gradually undermining the health of pupils and teachers by compelling them to breathe and rebreathe overheated and vitiated air or by exposing them to draughts from windows opened to admit a supply of fresh air. Nor have the common drinking cup and the common towel, with all their possibility of spreading infection, yet been banished from all the schools, though they are gradually dis-

appearing. It is surely the right of growing boys and girls at school to be protected against conditions that are bound to impair their health. The danger of such conditions is generally acknowledged; but the matter of expense is too often allowed to stand in the way of improvement.

These injurious conditions, I should add, are not to be found in all schools, but as a rule only in those of the older type. When building conditions improve and the prevailing financial stress is lightened it is to be hoped that there will be a revival of school building, and that considerations of expense will not be allowed to stand in the way of suitable provision for protecting the health.

To one whose duties require him to study educational conditions in many localities, it is astonishing to observe the effect that a good High School building has on the general attitude of the community towards High School education. Speaking generally (for the influence of the teacher's personality must not be ignored), it may be observed that where the High School building is poor, people are indifferent or even hostile to the High School. On the other hand, a good building fosters local pride in the school, stimulates a general interest in its work, begets the sympathetic co-operation of parents with teachers and attracts pupils in ever increasing numbers.

A similar influence is exerted by good conditions within the school. Where the halls are wide and roomy, it is a much easier matter to preserve good discipline than where they are narrow and cramped. And, similarly, where the class-rooms are cleanly kept, well lighted, and well ventilated, and where the walls are tinted in pleasing harmonious shades, and hung with good pictures, the effect can readily be seen in the cheerfulness and contentment of the pupils and the deepened interest they take in their lessons.

### Equipment

In respect to equipment the schools generally are in a better condition than in respect to accommodations. As a usual thing, the supply of books in the school library—both books of reference and books for supplementary reading—is satisfactory. The same is true, in the main, of the apparatus in the laboratory for teaching Science, particularly for teaching Chemistry, though not so generally for students' experiments in Physics. Indeed, few schools have a separate laboratory suitably equipped for individual experimental work in Physics. Here and there, too, a school is to be found with an inadequate supply of models for the teaching of Art, though most schools are satisfactorily equipped in this department. The value of Wall Maps in teaching History and Geography does not seem to be generally recognized, and, accordingly, I frequently find the supply of maps badly run down. The maps in the text-books on Geography and History are of great value to pupils in their private study; but for class work they cannot take the place of a Wall Map or even of a map roughly sketched on the blackboard by the teacher and used for reference during the lesson. With a Wall Map or a roughly sketched blackboard map the teacher can be certain that the pupil follows the lesson; he cannot be so sure if the pupil uses the map in his text-book. During the year a good many Boards have added to their equipment one or two or even three sets of the McConnell maps, of which the teachers speak very favourably.

### Salaries

A decided improvement has taken place in the salaries paid to teachers. Since the beginning of the war, when the cost of living began to soar, it has been a general complaint that the teachers, in common with the other salaried classes,



were not sharing in the higher remuneration that was paid to other classes of workers. But about the beginning of the present year, the public conscience was aroused to the injustice of such a state of affairs, and a pretty general increase was made in the salaries of teachers. There were few teachers who did not share to a greater or lesser extent, in the benefit of this movement. But the increase was so long delayed while the cost of living was advancing by leaps and bounds, that even yet the teachers, as a whole, cannot be said to be receiving adequate pay, considering the importance of the work entrusted to them.

### Scarcity of Qualified Teachers

The protracted delay in increasing salaries has had a marked effect on the welfare of the schools. The opportunities for obtaining higher financial rewards in other callings have attracted thereto young men and women who by education and character would have made excellent teachers. The supply of trained teachers has consequently fallen off, and throughout the Province generally the schools are suffering from a dearth of teachers. During the summer many School Boards advertised in vain for qualified teachers; the supply was not equal to the demand. The schools had to continue their work, if not with qualified teachers then with the best that could be secured. There are, accordingly, now not a few schools with one or more teachers who are teaching on temporary certificates. The effect of this is not hard to foresee; the pupils are the ones who will suffer. The scarcity is most pronounced in teachers with specialist standing in Science and Commercial work. Male teachers, too, are harder to obtain than female teachers. For this the war is partly responsible; but the low salaries paid to male teachers must share the blame. Most persons now in middle age can recall the time when the schools were staffed entirely by male teachers. Now, many High Schools have but one male teacher on their staff, and some not even one. It is casting no reflection on the work done by the female teachers to say that this is an undesirable state of affairs. As a general rule the female teacher is quite as effective in teaching as the male teacher. Indeed, some of the very best teaching I have seen has been done by female teachers. But notwithstanding this, few persons, I am sure, will deny that it would be better for the boys in our High Schools to be under the influence of a male teacher of refined manners and strong personality during some portion of their school life. Yet many of our boys have never felt the influence of a male teacher either in the Public or in the High School. This is surely a pity. The Department of Education can do little to induce men to enter the profession of teaching; the inducement must come from Boards of Trustees in the offer of higher salaries.

### Attendance

The attendance in the High Schools has materially increased during the year. This increase is most gratifying, as it indicates a growing appreciation of the value of a High School education. However, it has not been without its drawbacks. In some cases it has resulted in a most undesirable congestion. Through lack of a sufficient teaching staff or from inadequate class-room accommodation, large numbers of pupils (in some cases as many as fifty or more), are crowded together into one room. Even if sanitary conditions were always satisfactory, there would still be cause for dissatisfaction in such a condition of affairs. No teacher can do justice to so large a class. If he gives individual attention to the backward and the dull, who need it most, the progress of the brighter pupils is retarded, and they fall into lazy habits. If, on the other hand, he gives the most of his attention to

the brighter ones, the dull and backward fall far behind, get discouraged and finally drop out of school, losing forever their chance of improving their education. The conditions within the school should be such that all pupils would have an equal chance to profit by the school, and such as would encourage all to remain at school until they have passed through all the forms, from the lowest to the highest.

A noticeable feature of the attendance is that in the great majority of the schools, the girls outnumber the boys. In some schools the disparity is very great. The causes are various. Perhaps through personal desire or for family reasons the boys are impatient to be free to be out in the world, earning their own living; or it may be that the High School courses are not framed so as to make a strong appeal to them; or they may be unable, without strong parental guidance and advice, to appreciate the value of a High School education. But whatever the cause, it is to be regretted that the boys do not more freely avail themselves of the advantages of a High School education. Perhaps the operation of the Adolescent Act may bring a remedy. It is to be hoped that the proposed revision of the High School course of study will make a stronger appeal to boys generally. I believe that larger playgrounds and a more general encouragement of games and sports and the other activities of school life would be a strong incentive to most boys to attend and to remain longer at school. "All work and no play" does not appeal to the average boy. But the chance of getting a place on the school's baseball, hockey or basketball team, or of taking part in the school's literary society, dramatic or debating club, would give him an entirely different view of the High School. In the encouragement and direction of school sports the male teacher can do much to keep boys at school.

Another feature of the attendance that claims a passing notice is the declining enrolment in the Upper School classes. By many principals this has been attributed to the Regulation that no longer permits the Faculty Entrance certificate to be a qualification for teaching in a High School. It is believed that a one year course for the Faculty Entrance certificate will restore normal conditions in the Upper School of High Schools and provide a much greater supply of first class teachers for the Public Schools.

### **The Spirit of Work Among Pupils**

There has been a pretty general complaint among teachers that since the close of the war, pupils have been unsettled by the general spirit of unrest that is prevalent throughout the Province. It has been asserted that during the past two or three years it has been much harder to get boys and girls to devote themselves to their studies with the same ardour as before, and that the allurements of the automobile and the "movies" and the craze for dancing have seriously interfered with their attention to their studies. This has gone so far that several Principals have found it necessary to protest publicly and to warn parents that the moral fibre of the young is being weakened and their success in life endangered by their pursuit of pleasure. It is to be hoped that this attitude towards the more serious things in life is merely a temporary aberration, not a permanent legacy of the war.

### **Waste in the Class-Room**

That there should be a certain amount of waste effort in teaching is inevitable. Wasted effort assumes many forms in the school-room. The work of the teacher of little experience is wasteful. He has not yet learned what part of the lesson should be stressed and what passed lightly over. Nor has he learned the power of

his pupils to grasp what he teaches, and he often teaches over their heads. He has not learned the value of review, daily review that prevents the pupil from forgetting what was taught yesterday, or last week or last month. Hence, much of his teaching is wasted effort, and must be done all over again. But if the teacher is intelligent and observant, experience will teach him how to avoid such wasted effort. Similarly, it is wasteful to attempt to teach when pupils are inattentive. The poor disciplinarian, who allows his pupils to dream or talk or be disorderly during the lesson, can never teach without enormous waste.

There is another form of waste, however, which is often to be found in the classes of even experienced and competent teachers. I refer to the habit of allowing pupils to answer in so low a tone that their answers cannot be heard distinctly throughout the class-room. These answers have to be repeated, sometimes two or three times before they can be generally heard; or, to save time, the teacher falls into the habit of repeating them himself. This form of waste is very common. I believe it is not going beyond the mark to say that the pupil who speaks out clearly and distinctly in answering is the exception rather than the rule. The habit is infectious: when one class contracts it, the whole school is soon infected. Where it exists a strong effort should be made to correct it. It can only be corrected by a concerted effort on the part of all the members of the staff.

I have already spoken of the waste caused by large classes, containing forty, fifty, or even sixty pupils. This form of waste falls most heavily on the backward pupil, often causing him to drop out of school and lose his chance of an education. A class of thirty pupils is the largest the average teacher can teach effectively, and in some subjects, those which require much individual help, even thirty is excessive. Where congestion exists, the Principal usually has to depend on the Board to provide a remedy by increasing the teaching staff or the accommodations.

I shall refer to but one other form of waste, perhaps the worst of all, the habit of note-taking. This is actually becoming a disease in some of our schools. I am aware that Notes are required in Elementary Science, to supply the place of a text-book. My condemnation of note-taking is not intended to apply to these, though it is my personal opinion that even in Elementary Science the pupil should have a text-book and be liberated from the slavery of note-taking. What I more particularly refer to is note-taking in History, in Geography, in Grammar, yes, and even in Literature. Usually the notes merely repeat what is given in the text-book; and often the pupil is engaged in writing notes when he should be listening to the teaching. At an age when a child is mature enough to be in a High School he is surely mature enough to understand the text-books provided for him. If he is not able to get his information in this way, he should be taught to do so. To my mind the worst feature of this note-giving is not that it is spoon-feeding, but that it is waste effort. The information thus given goes into the pupil's note-book and not into his head. When the lesson is over, the notes are laid aside and not referred to again till an examination is approaching. Then they are hurriedly referred to once more, held in the memory till the examination is over, then cast aside and forgotten forever. I have seen so much useless note-taking, so many false statements in notes, so much bad writing and spelling in note-books, that I have almost come to the conclusion that note-giving and note-taking is the arch enemy of good teaching.

#### History

The course in history, particularly the Lower School course, is, as I have said in previous reports, far too heavy; and both teachers and pupils will welcome the



prospect of a reduced prescription of work. The teacher of History has my deepest sympathy. To a few teachers, the power to teach History is a gift; most teachers, however, must acquire it by patient, laborious study. The text-book contains but the dry bones, which the teacher must invest with life. To supplement the text-book and add touches of interest to his teaching, he must read beyond the limits of the text-book. The specialist, with nothing but History to teach, can do so. But the great majority of History teachers are not specialists, but general teachers, often with little experience, teaching in the smaller schools, and overburdened with the multitude of subjects they have to teach. How can a teacher, who, after a hard day in school, works far into the night preparing nine or ten lessons for the next day's teaching, find time to do outside reading in History? Besides, many schools lack the equipment necessary for making History interesting, such as maps, books of reference, lantern slides, etc. When the prescription of work to be covered is reduced I believe we shall see much better teaching in History; and when the need of better equipment is strongly urged upon Boards, better equipment will be provided.

### Oral Reading

A part of my duty at every school I visit is to test the Oral Reading. This test is by no means the least pleasing part of my work. To report in a general way by saying that the reading is improving would be misleading. It is nearer the truth to say that in some schools it is excellent, but that in many more it is poor, and sometimes positively bad.

The classes in Oral Reading are often entrusted to the least experienced teacher on the staff, because it is commonly thought that anybody can teach reading. But on the contrary, reading is a difficult subject to teach. More than one teacher has confessed to me that he is wholly at sea in teaching this subject. To teach it well requires special gifts or special preparation. I am not now referring to the teaching of what is called "Elocution," which is in great disfavour; but of plain, ordinary reading of the printed page so as to interpret the writer's thought and convey its meaning to the hearer. The boy or girl who has gone through the High School course should be able to read a passage of ordinary difficulty smoothly, sympathetically, with suitable modulation of voice and correct enunciation. To train harsh and monotonous voices to smoothness and flexibility, to teach the pupil to modulate his voice to suit the emotion of the passage he is reading, are very difficult problems and may tax the skill of even experienced teachers. But there is much work that every teacher can do if he realizes what should be done. He can correct simple errors in pronunciation, enunciation, pausing, grouping and emphasis. For the sake of illustration I shall refer to a few of many such errors I have actually heard pass uncorrected in the Reading lesson. Every teacher of Reading can add indefinitely to the number:

#### 1. Omission of sounds from words:

<i>lill</i> (little).	<i>cap'n</i> (captain).	<i>'f only</i> (if only).
<i>p'rade</i> (parade).	<i>p'tic'lar</i> (particular).	<i>th' older man</i> (the older man).
<i>sizzens</i> (citizens).	<i>w'isper</i> (whisper).	
<i>fam'ly</i> (family).	<i>Feb'uary</i> (February).	
<i>c'rect</i> (correct).	<i>pitcher</i> (picture).	

## 2. Errors in the sounds of vowels or consonants:

marriage.	} ar sounded as in <i>car</i> .	<i>jist</i> (just).	<i>ressolve</i> (resolve).
guarantee.		<i>ketch</i> (catch).	<i>ressent</i> (resent).
charity.		<i>hurled</i> (herald).	<i>dessire</i> (desire).
character.		<i>vă-rious</i> (various).	
<i>burried</i> (buried).		<i>onhealthy</i> (unhealthy).	
<i>murry</i> (merry).		<i>frăg-rant</i> (fragrant).	
<i>doo</i> (dew).		<i>drawt</i> (draught).	

3. Misplaced accent: *exquis'ite*, *memōr'able*, *admir'able*.

## 4. EMPHASIS:

- (1) Whatever might have been Sophie's SENSATIONS, the rest of the FAMILY, etc. (*The Vicar's Family Use Art*.)
- (2) "You must promise me FIRST," said the schoolmaster, "that you'll not be noisy; or, at least, if you are, that you'll go away and BE so." (*The Schoolmaster and the Boys*.)
- (3) He came in the early DAYS. (*The Beloved Captain*.)
- (4) A man is so in the way in the HOUSE. (*Cranford Society*.)
- (5) The surgeon has his round of thirty miles and sleeps at CRANFORD. (*Cranford Society*.)
- (6) They heard the surf a-roaring before the break of day;  
But 'twas only with the peep of light we saw how ILL we lay.  
(*Christmas at Sea*.)
- (7) Thou ART the leader of the Scots, now well and sure I know  
That GENTLE blood in dangerous hour ne'er yet ran cold nor slow.  
(*The Island of the Scots*.)

## 5. GROUPING, ETC.:

- (1) As they saw her nose again pointing handsome out to sea. (*Again made to modify saw*.)
- (2) None knew this better than the idlest boys.—(*this grouped with better*.)
- (3) After he was gone, upon a general consultation, we could not tell what to make of these fine sentiments. (*Upon a general consultation made to modify gone*.)
- (4) "You know whom I mean, farmer Williams." (*Farmer Williams treated as a nominative of Address*.)

Instances could be multiplied of such elementary errors, but enough have been given, I hope, to show to the inexperienced teacher how much work of an elementary character is to be done in the Reading class without even touching on voice training or other elements of the subject. It is the privilege of the teacher of Reading to help preserve the purity of our speech. His ear must be sharp to detect errors; but his judgment must be good, to warn him how far he may go in discussing such errors without losing the interest of his pupils. If he can keep the interest from flagging he will find the teaching of Reading a very profitable and most delightful part of his work.

## French

I believe it can be said that the teaching of French is improving. Results are not yet by any means wholly satisfactory, but better methods are beginning to prevail, and more care is being devoted to the acquirement of a good accent. The criticisms levelled at the teaching of this subject have directed teachers to the need of teaching it as a living language, to be spoken as well as to be read. Too often the method of teaching French is dominated by the method usually employed in teaching Latin. The lesson is frequently conducted without the pupil being required to pronounce a single word or read a single sentence in the language he is learning. But a change is coming. Occasionally I observe lessons which, from beginning to end, even in the senior classes, are conducted without the use of a word in English. The establishment last year of summer courses in French conversation is already producing results. Those who attended the session last summer speak enthusiastically of the benefit received. It is to be hoped that the classes will be continued, and that teachers in greater numbers will take advantage of them to improve their accent and acquire facility in speaking French.

It would hasten improvement if we had a more suitable elementary Reader. Such a book should contain easy, interesting selections for beginners, simple poetry to be learned by heart, songs to be sung, as well as more difficult selections such as are found in the present Reader. It should be possible to introduce the pupil to a Reader six months after he has begun the study of the language. The present Reader is seldom used until the beginning of the third year.

For the benefit of inexperienced teachers, I would suggest the following method, which has been successfully employed in beginners' classes. It is merely suggestive and not intended for the teacher who has a better method; and in many of its details it is followed by experienced teachers.

1. For a month or six weeks at the beginning of the course, teach the class orally without the medium of a text-book. Use no English unless you cannot avoid it. As your object in this part of the work is to train the pupil's ear and tongue to the unfamiliar sounds of French, encourage him to express himself as freely as possible in answering your questions. Base your sentences on common salutations, statements about the weather, or on familiar objects in the class-room and the home. Use the blackboard to familiarize the student with the spelling of the foreign words. Don't let the interest flag; but secure as far as possible, at this stage, accuracy in pronunciation and freedom in using the foreign tongue.

2. When the time comes to introduce the Grammar, take pains to explain clearly the grammatical points involved in the lesson. Require the pupils to repeat the vocabulary until they are able to give approximately the sound of the new words with some freedom. Remember that the memorizing of vocabularies is important.

3. In taking up the exercises, it may be found profitable to dispense with the sentences for translation into French and to use the French sentences alone for ten or twelve exercises. The translation of English sentences into French will afterwards make a profitable review when the learner has acquired confidence. Require the pupils in turn to read the French sentence and give the English translation. First one sentence to a pupil; then two or three; then, as speed is gained, even the whole exercise. See that every pupil gets a chance to recite. Encourage them to speed up, until they are able to read freely at conversational speed, with conversational tone and inflection. Don't be afraid of repetition: let them repeat until the thought is as familiar to them in French as it is in English. Then with closed books read these sentences to them and have them translate. Their interest



will surprise you. Then send them to the blackboard to copy out these same sentences from the book or from your dictation. Blackboard work is necessary to teach them spelling. Before beginning a new lesson, review the last one. At frequent intervals review all the back work. You will be surprised how much review can be covered in a few minutes.

All this it may not be possible or advisable to do in the same lesson; but the method enables the teacher to give variety to the work and retain interest and enthusiasm. Keep repeating sentences they are familiar with. Work rapidly and train pupils to think rapidly in the new language and to aim at the speed of ordinary conversation.

4. After you have taken up ten or twelve exercises in this way, and the pupils have become conscious of their power to speak freely and rapidly within the limits of their vocabulary, turn them back to the beginning to take up the translation of the English sentences into French. Be sure to take this orally, and use repetition to give speed and freedom in translation. Then, when this result has been secured, send them to the blackboard to write out the whole lesson. Don't let them lag at this. If your teaching has been well done, this part of the work is merely a test in spelling. While they are writing, give them individual help by calling their attention to errors in spelling.

The method may seem to be slow, but will be found to be sure. It will also be found that such a method will beget the keenest interest, and that little trouble will be experienced in getting pupils to learn their French. Your own enthusiasm and energy will kindle enthusiasm and energy in your pupils.

### Physical Culture

In most schools the regulations regarding the teaching of physical culture are faithfully observed. During the fall and spring months the exercises are usually taken out of doors. But when the weather becomes too cold for outdoor work the classes are brought inside. Many schools lack a gymnasium and assembly hall. In such schools the exercises during the winter months have to be conducted in the ordinary class-room between the rows of desks, where there is not freedom for all movements. The exercises, accordingly, are less satisfactory in such schools during the winter. Some schools, too, lack suitable apparatus, such as dumb-bells, wands, and Indian clubs. This part of the equipment is so inexpensive that every school should be well supplied.

Where there are suitable rooms for the work the exercises are usually keenly enjoyed by the pupils. But in this, as in all other school work, the personality, enthusiasm, and organizing ability of the teacher counts for much. Where the course is made progressive, new and more difficult exercises being introduced each succeeding year, pupils do not lose interest. But when Upper School pupils are grouped with First Year pupils, and are drilled year after year in the same small round of exercises, the interest flags.

The exercises afford the teacher an excellent opportunity of correcting common physical defects such as round shoulders, slouchy carriage, etc., but the opportunity to make such correction is often neglected. Moreover, the instruction in physical culture generally ends with the special lessons. It is not often carried into the class-room to correct faulty posture in sitting or standing. It might profitably be supplemented by instruction in some of the more important rules for good health.

Most boys and girls are fond of play, and it requires no effort of the teacher to get them to go out of the school-room at recess, to exercise their muscles and fill

their lungs with fresh air. Occasionally a pupil is found who has not learned to mix with his companions in play, and objects to participating in the games of his fellows during play-time. The following story shows how a resourceful teacher overcame such reluctance on the part of some of the girl pupils:

"The girls of our school objected to go outside for recess and take part in games. Their idea seemed to be just to sit in the class-rooms and chat, no matter whether the weather was warm or cold. As they were given the recess period for relaxation from the long sitting periods of the class-room, I insisted that they should go out. They went out with very great reluctance until the cold weather came, when four girls, acting as leaders, refused to obey the rules. The rule was then made that anyone who refused to go out must remain in the class-room and take physical culture throughout the recess period. In spite of this, the four leaders revolted the following day. They were each provided with a pair of iron dumb-bells, weighing about a pound each, stood beside an open window and put through the dumb-bell exercises for fifteen minutes while the teacher sat at her desk and counted. One lesson was enough, and the next day everyone was willing to go out. Now every girl is willing to take her share of the fun and play games suitable for the time of the year. At first the physical culture teacher helped them start their games, but now these same girls can use their own initiative and enjoy themselves for the full length of the recess."

### **The High School and Democracy**

At each school I visit I am required to examine the general register, a register in which is recorded detailed information about the pupils and their parents. My examination of it is always attended by feelings of peculiar pleasure; for in it is proof, if proof were needed, that the High School is not the school of the rich, but the school of the common people. This record shows that the High School is a common meeting ground for the children of all classes. Here the sons and daughters of the tradesman, the mechanic, the labouring man, the professional man, and the struggling widow, the rich and the poor, the high and the low, the Protestant and the Roman Catholic, mingle together and work together in the spirit of amity and equality, regardless of distinctions of class or creed. Our High Schools encourage and develop the best spirit of democracy.

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### **III. REPORT OF INSPECTOR ROGERS**

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

SIR,—I beg to submit the following report on the Collegiate Institutes and High Schools which I visited during the year 1919-20.

I have the honour to be,

Sir,

Your obedient servant,

GEO. F. ROGERS,

Toronto, December, 1920.

### Schools Visited

During the year 1919-20 I inspected the Collegiate Institutes in Brockville, Kingston, Lindsay, Morrisburg, Napanee, Ottawa, Perth, Peterborough, Picton, Renfrew, Smith's Falls, Vankleek Hill, and the High Schools in Alexandria, Almonte, Arnprior, Belleville, Bowmanville, Brighton, Carleton Place, Chesterville, Colborne, Cornwall, Deseronto, Hawkesbury, Iroquois, Kemptville, Markham, Morewood, Newburgh, Newcastle, Norwood, Omemee, Pembroke, Plantagenet, Port Hope, Port Perry, Prescott, Richmond Hill, Rockland, Sydenham, Trenton, Tweed, Uxbridge, Whitby, Winchester, and Weston.

I visited also the following private schools: St. Joseph's Academy, Lindsay; the Academy of St. Mary Immaculate, Pembroke; Albert College, Belleville; Ontario Ladies' College, Whitby; and the Convent of Notre Dame, Kingston. My reports on these schools covered the work of the Science and the Art Classes only. In Art the work is of a uniformly high character. The provision for practical work in Science is generally satisfactory.

For a few weeks during the spring of 1920, I was prevented by illness from carrying on my work, and I have to thank Inspectors Houston, Hoag and Mills, who very generously came to my assistance and visited the following High Schools: Athens, Avonmore, Campbellford, Gananoque, Madoc, Stirling and Williamstown.

Dr. Spotton, former High School Inspector, very kindly offered his services and visited the Cobourg Collegiate Institute and the Oshawa High School, where he was gladly welcomed as an old friend.

### Accommodations

Little or nothing has been done in my inspectorate during the past year towards increasing the High School accommodations, although in a number of schools minor improvements have been made in the buildings. Even in those towns where sites have been purchased and plans prepared, the high cost of building has prevented the work being carried to completion. As the attendance has increased in nearly all the schools, this matter of adding class-rooms is a serious one.

There is a strong feeling in many Boards of Education that the cost of building schools should be borne equally by all those who are so situated in respect to the schools as to be able to take full advantage of the opportunities for High School education. In one or two places, indeed, the doors of the schools have been practically closed to pupils who live outside the High School district.

The most noticeable and the most serious result of inadequate accommodations is the congestion of pupils in the Lower School classes, and the condition brought about thereby is still further aggravated by the fact that in some of the smaller schools too much of the teachers' time is taken up with small Upper School classes. Indeed, it is doubtful if in three or four master schools Upper School work can be successfully carried on without doing some injustice to the great majority of the pupils attending these schools.

It is quite common to find first and second-year classes with an enrolment of from forty to fifty pupils each. This means that there can be very little individual attention given, and as a result the weaker one-third or one-quarter of the pupils failing of promotion fall by the wayside and are lost to the schools. It seems to me that something might be done for these pupils in the way of offering summer courses so that if a student fails of promotion at the end of the first year he may attend school for a short term during the summer and be ready in September to go on with his second year's work.



### Reading, Writing and Spelling

In accordance with a time-honoured custom I examined the first-year pupils of the schools I visited in reading, writing and spelling, and I am glad to be able to report that there is a fairly successful attempt to improve the skill of the pupils in these comparatively mechanical but none the less important subjects of study.

One of the commonest criticisms of our schools offered by the man on the street is that High School graduates are so frequently lacking in neatness and accuracy, and in these respects our pupils are unfavourably compared with the boys and girls who come to us from Old Country schools. While the difference is usually exaggerated there is no doubt some truth in the statement that there is a difference. We cannot afford to disregard this criticism. It is important that our students should follow the accepted conventions in the spelling of English words, and that they should be neat and accurate in their work. These are indexes of mental habits. My observations are that increasing attention is being paid to this side of education.

### English Composition

Too often the lot of the teacher of English Composition is not a happy one. He, or more frequently she, is literally a "slave of the lamp." Instead of having at least one period a day, free from teaching and presiding, to devote to the reading of compositions, his time-table is filled from 9 a.m. to 4 p.m. In an attempt to lighten his burden the subject of English composition—unquestionably one of the most important and the most difficult to teach—is frequently divided up and handed around among all the teachers on the staff, some of whom have little interest in the subject and little skill in teaching it. It is important that the teacher of Composition should be also the teacher of English Literature and have charge of the Supplementary Reading, so that he can direct the reading of the pupils whose crudeness in composition is due as much to a paucity of ideas as to lack of practice in composing.

I am pleased to note that more and more attention is being paid to oral work in Composition and that conspicuous progress is being made along this line. In a large number of schools the Composition class is organized into a sort of literary society with officers elected each term, and in some cases a committee of the pupils, under the direction of the teacher, names speakers, assigns subjects and arranges debates. One cannot but be struck with the advance which has been made in this subject in our schools during the past twenty-five years.

### French

Both serious and humorous criticisms have been levelled at the teaching of French in Ontario, and not without cause. I am pleased to note, however, that a change is observable in the status of the language in our High Schools. Not only is the importance of French being magnified, but more attention is being paid to pronunciation and conversation. Of course, the character of the Matriculation examination will necessarily and unfortunately continue to be the main factor in influencing the teaching of this language, and as long as this examination is based on what appears to be the assumption that French is of interest to use solely on account of its grammar and its literature so long will the teacher of French—no matter how familiar he may be with the living language—be confined within too narrow limits.

But in the Lower and Junior Middle School classes there is an opportunity of giving pupils some skill in the use of the language, and I am pleased to report that in a number of schools I have visited full advantage is being taken of this opportunity. In one large school I heard some very creditable oral compositions given in French, and in several schools French dictation is a regular part of the classroom work. In this connection I may say that the school libraries should contain a supply of Junior French Readers suitable for Lower School classes, as the authorized Reader is much too difficult for beginners.

In several schools at the eastern end of the Province excellent work is being done among pupils who come from French homes, and it seems to me that something should be done to encourage more of these pupils to qualify themselves as High School teachers and to enter our educational system as teachers of their native language.

### Current History

One hesitates even to suggest the adding of one jot or one tittle to the already overcrowded High School curriculum, but there certainly should be some place on the time-table for the discussion of current events. It is a rare thing to find a daily newspaper in the school library and scant attention is paid to History in the making.

Quite recently I made some investigations in two schools where the pupils were above the average in general intelligence, and in knowledge of the prescribed subjects of studies, and the results of my investigations were somewhat amazing. The pupils knew all about the Treaty of Paris but nothing about the Treaty of Versailles. They knew who founded Quebec and Montreal, but few could name the Premiers of Great Britain, Canada and Ontario. I found that only three or four in each class ever looked at the newspapers, and some of these were candid enough to confess that the only "news" in which they were interested concerned "Mutt and Jeff" and the domestic affairs of the "Jiggs family." In a few schools, however, I found that the literary societies subscribed for newspapers and magazines and placed them where they were accessible to the students at noon and recess. If this were followed by a few minutes' discussion of each day's important news the time would be well spent and would result in the cultivation of an enquiring mind on the part of the pupil regarding current history.

The phonograph is now regarded as an essential part of the equipment of many of the schools. It is used commonly and with great success in the physical culture classes. In Belleville it is made excellent use of in the French classes, and in Peterborough I saw a class of about twenty-five girls typewriting to music.

At the conclusion of two years spent in visiting the High Schools and Collegiate Institutes in the eastern part of the Province I cannot close this report without making mention of the fine spirit of work and of co-operation between pupil and teacher which I found in almost every school I inspected. The kindness and courtesy which one receives from trustees, teachers and pupils makes an official visit to these schools a real pleasure.

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## APPENDIX E

REPORT OF THE INSPECTOR OF MANUAL TRAINING  
AND HOUSEHOLD SCIENCE

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit herewith my twentieth annual report on Manual Training and Household Science as carried on in the schools of the Province.

I have the honour to be,

Sir,

Your obedient servant,

ALBERT H. LEAKE.

Toronto, January, 1921.

The work has proceeded generally along the lines followed in previous years and has been marked by considerable extension. Additional Manual Training and Household Science Centres have been opened, or are to be opened shortly, in Brantford, Fairbanks, Fort William, Hamilton, Kitchener, Madoc, Niagara Falls, Peterborough, Sault Ste. Marie. St Catharines has established a new Manual Training Centre, and Household Science has been introduced into the Separate Schools in London and Toronto.

A full list of the urban centres where Manual Training and Household Science are now being taught, is appended to this report.

The developments of the year needing special mention are as follows:

1. The conclusion of the year's course for training returned soldiers as Instructors in Manual Training.
2. The development of Household Science Instruction, and the serving of a hot dish at the noon lunch in rural schools.
3. Changes in, and additions to the equipment provided for Household Science in order that the character of the work may be extended.
4. Amendments to the Regulations, in order that the work may be more easily introduced into the rural schools.
5. The publication of a new Manual on "Manual Training."

#### Returned Soldiers' Training Course

For several years past there has been a decided shortage of fully qualified Manual Training teachers. This fact, coupled with the rapid extension of the work, forced the issue of permits and the recognition of the Elementary certificate in many situations where the Ordinary or Specialist certificate was legally required.

For the present this condition is fortunately at an end; but the rapid absorption of the teachers recently trained does not hold out any hope of this condition continuing for very long.



In June, 1919, thirty returned soldiers were selected from a large number of applicants for one year's training for the purpose of becoming Manual Instructors. These men were given a thorough course in all forms of Manual activities suitable for school purposes—elementary construction in various materials, woodwork, metal work and machine shop practice. In addition, instruction was given in English, Mathematics and the Science of Education. Each man was required to give about thirty lessons in Manual Training and was criticized by an experienced teacher.

This course ended in June last, and the results of the closing examination held at that time were very satisfactory. All the candidates were granted certificates, but six of them were required to take further study in the Science of Education, which, as all of them were without teaching experience, was a result that might naturally have been expected. The conduct of these men throughout the whole course cannot be spoken of too highly. After their experience in the trenches where the majority of them saw considerable service, this year's training taxed them to the utmost along lines entirely different from any they had travelled before.

According to the latest information I have received, twenty-three of these men have been appointed as Manual Training Instructors. While, of course, it is yet a little early to say definitely, each man shows promise of being a good teacher and of thoroughly justifying the Department in the rather large expenditure on their training.

The places where these men are employed are, Toronto, Hamilton, Kitchener, Collingwood, Sault Ste. Marie, Fairbanks, Walkerville, Brantford, Niagara Falls. Five of the men have taken temporary positions to teach Farm Mechanics in Agricultural Schools in the Western Provinces, hoping to return to Ontario as soon as suitable openings present themselves. The positions these men have taken carry in every case a satisfactory initial salary.

The success of this experiment is all the more gratifying as this plan of obtaining teachers is to some extent a reversal of previous policy. The attempt to secure an adequate supply of efficient Manual Training Instructors, by training qualified teachers, has not been the success that could have been desired. The attendance at the training school at the Ontario Agricultural College has not for many years past been more than six and often less. In order that a man may be a successful teacher of Manual Training, he must possess a considerable amount of mechanical skill as well as teaching ability. The question resolves itself into whether is it wiser and more to the advantage of the schools to attempt to give this necessary mechanical skill to a teacher, or, to give the necessary measure of teaching ability to one who already has this mechanical skill. The experience of these soldiers, who were nearly all skilled mechanics, in the schools should go far towards solving this problem.

At present we have no means of training instructors except at Guelph, and the whole question of providing an adequate supply of teachers for this subject will require early attention; for, notwithstanding the present attitude in one of our large cities, additional centres are being rapidly opened up in various parts of the Province.

#### Household Science in Rural Schools

Probably the greatest and most gratifying development of the work has been in the direction of Household Science in the rural schools. Five years ago we had scarcely a school in the Province where either Household Science was taught or a hot dish was served to supplement the cold box lunch brought from home; now there are

approximately 200 schools where the subject is taught in an elementary but fairly efficient way and where some hot dish is served to the pupils at noon. The Manual "Household Science in Rural Schools," containing as it does full details regarding organization, courses of study, equipment and grants is proving of great service to the Rural School teachers in this connection.

Interest in this subject is rapidly growing in the Province and scarcely a mail is received that does not contain requests for advice and information and requests to address public meetings on the subject. During the year all the time I could spare from the regular inspection of schools has been spent in attending meetings in rural districts. My regret is that I could not devote much more of my time at this section of the work, as I feel that a more intimate connection of the Department with the community can be made by this close contact than by any other means. This contact is earnestly desired and thoroughly appreciated when once made. These meetings often partake of the nature of social functions in which the whole district joins, and the development of a real community spirit through which all take a deep interest in the school and its work.

Many of the Public School Inspectors are taking the greatest interest in the development of this work, notwithstanding the fact that they receive no extra remuneration for the inspection of this subject as they do in the case of Agriculture. This discrimination between the subjects might in justice be removed.

The Public School Inspectors frequently arranged series of meetings—afternoon and evening—lasting a whole week, to give me an opportunity to lay the matter before the Trustees and ratepayers of the district. I recently attended a meeting of the Boards of Rural School Trustees around the City of Toronto, and, in this way, was able to cover much ground. During the coming year, it is hoped that much more of this work will be accomplished.

In order to facilitate the introduction of this feature into the rural schools, and particularly into the schools of the districts, where it is probably needed more than in any other part of the Province, and where a number of teachers with Third Class certificates are employed, the Regulations applying to rural schools have been amended. As these alterations do not exist anywhere in printed form, they are now submitted:

### **The Public and Separate Schools**

#### **Special Provisions for Manual Training and Household Science in Rural and Urban Schools.**

(1) The Board of a rural or an urban school which is unable to comply with the provisions of the General Regulations, but which maintains classes in Manual Training as applied to the work of the Farm or in Household Science suitable to the requirements of the rural districts, which employs a teacher or teachers qualified as below, and which provides accommodations and equipment and a course of study, approved by the Minister before the classes are established, will be paid by the Minister the sums provided in the scheme below, out of the grants appropriated therefor; said grants to be expended on the accommodations, equipment, and supplies for Manual Training and Household Science. In no year, however, will the Departmental grants exceed the total expenditure of the Board for these classes.

(2) On the report of the Inspector of Manual Training and Household Science that the organization and the teaching of the classes in Manual Training or Household Science maintained as provided above are satisfactory, an annual grant will be paid by the Minister out of the Grant appropriated according to the following scheme for each room equipped:

(a) (i) When the teacher holds a Second Class Certificate but is not specially certificated in Manual Training or Household Science—

Initial Grant: to board, \$40; to teacher, \$15. Subsequent Grant: to board, \$20; to teacher, \$15.



(ii) When the teacher holds a Second or Third Class certificate and has satisfactorily completed the work of one Summer Course in Manual Training or Household Science, provided by the Department, and undertakes to complete Part II the following year, or receives permission from the Minister to postpone said part—

Initial Grant: to board, \$40; to teacher, \$20. Subsequent Grant: to board, \$20; to teacher, \$20.

(b) (i) When the teacher holds a Second or Third Class certificate and in addition the Elementary certificate in Manual Training or Household Science—

Initial Grant: to board, \$75; to teacher, \$40. Subsequent Grant: to board, \$30; to teacher, \$40.

(ii) When the teacher holds a Second Class certificate and in addition the Ordinary certificate in Manual Training or Household Science—

Initial Grant: to board, \$75; to teacher, \$50. Subsequent Grant: to board, \$30; to teacher, \$50.

(c) When a school taking up Household Science provides at least one hot dish for the pupils staying to lunch from November 1st to March 31st, the above grants to the teachers of Household Science will be increased \$10.

Before the grants are paid to these schools, a form is required to be filled out by the Teacher, Trustees and Inspector, giving their opinions as to the success, or otherwise, of the work. A large majority of their opinions are favourable and in very few cases is adverse criticism offered; these opinions or a selection of them are available for your inspection at any time.

#### Normal Schools

In the instruction now given in the Normal Schools, the requirements of the rural schools are, as in previous years, being stressed. Each of the seven schools has in addition to the regular equipment suitable for urban schools, an equipment designed for rural schools, and with this good work is being done, limited only by the time allowance for this subject. Each Normal School has three rural practice schools affiliated with it and the weakest part of the organization at present is these schools. Some of them attempt to teach neither Manual Training nor Household Science, in others it is attempted perfunctorily while in very few is it satisfactorily done. This situation needs attention, as it is essential that the student teachers see these subjects in operation in an actual rural school under actual conditions if they are to receive the full benefit of their training.

In many cases the masters and mistresses of the Normal Schools are acting as friendly advisers of the teachers after they leave the school. In most cases this is done by correspondence, and as the practice is calculated to be of benefit both to the Normal School and student, it should be extended. I append a copy of a letter received by one of the Household Science Instructresses in a Normal School:

OIL SPRINGS, R.R. No. 2,  
November 14th, 1920.

DEAR .....

Last year I was a student and learning how to teach and especially conduct a hot lunch in a rural school. This year I am actually putting what I learned into practice. Since I am merely utilizing many of the ideas which I received from you I thought perhaps you would be interested in the hot lunches of S.S. No. 8, Dawn.

I first talked it over with the parents and then called a meeting of the Board. My trustees told me to buy what I needed and give them the bill. I bought a double boiler, large potato kettle, dish pan, wooden spoons, a small granite basin, a garbage pail, one granite pail, a couple of paring knives, two cans of Old Dutch and a small dipper. Besides these utensils the parents furnished us with a potato masher and ricer. Each child brought his or her own dishes, a knife, fork and spoon, cup, soup plate and dinner plate. We cleaned out a cupboard that was in the school and stowed our treasures in this. For our table my secretary made a large trestle, one about 4 feet by 9 feet, and we cover it with oilcloth. We use an ordinary box stove for cooking.

I spent \$2.50 for supplies, several men from the section gave us a bag of potatoes, and the pupils take their turn in bringing supplies each morning. For instance, some bring milk, eggs, butter, etc. I tabulate what each one brings.



On the first of November one pupil brought a chicken nicely prepared for boiling. The pupils peeled the potatoes, etc., and at ten minutes past twelve we sat down to a real nice, hot dinner. Strange to say the chicken had four feet, three wings, five hearts, three gizzards and two wishbones. Evidently a miraculous bird.

The next day we had cocoa, then creamed potatoes, tomato soup, corn starch pudding, cheese sauce, stewed onions, rice pudding, and potato soup, all in turn.

I have two pupils prepare the lunch, two wash dishes and one act as housekeeper for a week. So far everything has been O.K. except one family refuses to bring anything, but everyone agreed to let the children eat with the others. I am sure the parents will soon be ashamed.

I sincerely hope that I haven't bored you with my letter. I am so interested in it myself, I guess I expect everyone else to feel the same.

I would like very much to teach Household Science for a grant. Would you please list a few of the things to teach, in the Breakfast Series, etc. I hardly know just what to teach. If you know of any book, will you either send it to me and I'll pay you, or you tell me where I can send for such a book to help me.

Hoping I haven't been too much trouble.

### Changes in Equipment

In the towns and cities where Manual Training and Household Science have been started for some years, the most noticeable development is a change in the style of equipment, particularly in the Household Science departments. For many years the tendency was to regard Household Science as consisting of cookery only, but now that conception is broadening and instead of the kitchen and the stove being considered as the unit, the activities of the whole house are being considered. The newer equipments are of three kinds—first, a house is fitted up very much as an ordinary dwelling and this is used for periodical classes of girls from the surrounding schools; second, the ordinary rooms of a house are supplied in the school building and instruction is given in the various rooms, the classes being divided for this purpose; third, a large room in a school is chosen and this is divided by partitions, sometimes removable, to represent the various rooms of the average dwelling. In this way a successful attempt is being made to remedy the somewhat artificial conditions that have hitherto obtained, and to reproduce as far as may be possible in school the actual conditions of the home.

While it is still necessary, and probably always will be, to use small quantities for experimental and teaching purposes, most schools are introducing large quantity cooking whenever possible, and the family meal is being taken as the basis for much of the work. Some schools are doing work for the philanthropic institutions in the neighborhood. In this way the particular instruction benefits and the pupils get the advantage of large quantity cooking—the material being supplied by the institution concerned.

Sewing and needlework are being increasingly introduced into the schools and is now being directed towards the making of actual garments for the children's own wear, instead of the making of a large number of practice stitches of which the children do not see the application.

### Manual Training

The character and extent of the work is gradually being enlarged. The year has experienced a gratifying growth in the number of schools taking the work, and more workmanlike methods of instruction are being adopted. The work is assuming a practical character and articles for use in the home and the school now predominate. Of course it is still necessary to teach technical processes as such, but they are now being embodied in useful articles and the various local exhibitions periodically held in different parts of the Province show that, notwithstanding the

very limited amount of time that is allowed for the work, a very large quantity of useful educative work is being done.

As noted in previous reports, there are some towns in the Province with a population of more than 5,000 each that have not yet provided facilities for giving instruction in either Manual Training or Household Science. In towns of this size, if the work is properly organized, it should not be difficult to occupy the whole time of one teacher. He should be given charge of the whole of the manual work from Grade I to the end of the Public School course. In this way a graded scheme could be carried on throughout all the forms of the schools in that particular town.

Other towns might well co-operate in this matter and employ a teacher between them. It should not be difficult to form a group of three or four towns within easy reach of each other, each having its own Manual Training centre and equipment and each paying its share of the special teacher's salary, according to the time spent in each place. Now that radial lines are being rapidly extended throughout the Province, the possibility of such co-operative action is becoming greater. The attention of the local inspectors is directed to this matter. Such co-operative action would not only result in the introduction of Manual Training and Household Science, but would also promote a better feeling among the different municipalities and lead to combined action in other fields of civic betterment. I am pleased to note that a few such groups are considering the possibility of such an arrangement.

Early in the year, there was published a revised edition of the Manual on "Manual Training." Many additions have been made to this book with the specific idea of helping the elementary work in the Lower Grades. The requirements of the rural schools were specially considered and much matter added, which is being found very helpful and has already led to the introduction of the subject into several schools.

Manual Training and Household Science both suffered serious handicap in the schools by being regarded as extras. Notwithstanding their general adoption, they have forced their way by merit and not by compulsion. They hardly seem even yet to form an integrate part of the curriculum. Those few schools that are without them argue that they cannot find time for their introduction, and those schools that do take them, while not unduly complaining of the burden, yet wish that better provision could be made by the omission of something else. The time is now ripe for consideration of the question whether these subjects should not be allowed as an option with some other subject.

Owing to the increased cost of equipment, the grants now allotted for these subjects are found to be inadequate, and during the coming year the question of their revision should be considered.

In conclusion, I wish to sincerely thank both you and the Deputy Minister for the help and encouragement I have received and for the interest displayed in my work.

Manual Training and Household Science Centres

Manual Training	Household Science
Beamsville.....High School.	Belleville.....High School.
Brantford.....Collegiate Institute.	Beamsville.....High School.
Central Public School.	Brantford.....Collegiate Institute.
Major Ballachey Sch.	Central Public School.
Brockville.....Public School.	Major Ballachey Sch.
	Brockville.....Public School.

## Manual Training

Chatham.....	Collegiate Institute. Public School.
Collingwood.....	Public School.
Cornwall.....	Public School.
Fairbanks.....	Public School.
Fort William.....	Collegiate Institute. Public Schools.
Galt.....	Collegiate Institute.
Guelph.....	Consolidated School. Public School.
Hamilton.....	Collegiate Institute. Normal School. Caroline St. School. Earl Kitchener School. King George School. Memorial School. Picton Street School. Wentworth St. School
Ingersoll.....	Collegiate Institute.
Kingston.....	Public Schools.
Kitchener.....	Collegiate Institute. Public Schools.
Listowel.....	Public Schools.
London.....	Collegiate Institute. Aberdeen School. Alexandra School. Boyle School. Chesley School. Lord Roberts. Riverview School. Ryerson School. Tecumseh School.
	Normal School.
Madoc.....	Public School.
Niagara Falls.....	Collegiate Institute.
North Bay.....	Normal School.
Oakville.....	High School.
Orangeville.....	Public School.
Ottawa.....	Normal School. Cambridge St. School. Connaught School. Creighton St. School. Elgin Street School. First Avenue School. Glashan School. Hopewell Ave. School. Mutchmor St. School. Osgoode St. School. Percy St. School. Slater St. (Kent School). Wellington St. School.
Owen Sound.....	Collegiate Institute. Dufferin Public School.
Peterboro.....	Normal School. Central School. Prince of Wales.
Port Arthur.....	Collegiate Institute.
Port Perry.....	High School.
St. Catharines.....	Public Schools.
St. Thomas.....	Collegiate Institute.

## Household Science

Chatham.....	Collegiate Institute. Public School.
Cobourg.....	Collegiate Institute.
Collingwood.....	Public School.
Cornwall.....	High School.
Fairbanks.....	Public School.
Fort William.....	Collegiate Institute. Public Schools.
Galt.....	Collegiate Institute.
Guelph.....	Consolidated School— (tem. closed). Public School.
Hamilton.....	Collegiate Institute. Normal School. Adelaide Hoodless. Caroline St. School. King George School. King Edward School. Memorial School. Picton Street School. Wentworth St. School.
Ingersoll.....	Collegiate Institute.
Kingston.....	Public Schools.
Kitchener.....	Collegiate Institute. Public Schools.
London.....	Collegiate Institute. Aberdeen School. Alexandra School. Boyle School. Chesley School. Lord Roberts. Riverview School. Ryerson School. Tecumseh School. Talbot Street School. Sacred Heart School. Normal School.
Madoc.....	Public School.
Niagara Falls.....	Collegiate Institute.
Niagara Falls S.....	High School.
North Bay.....	Normal School.
Ottawa.....	Normal School. Cambridge St. School. Connaught School.  First Ave. School.  Hopewell Ave. School.  Osgoode St. School.  Slater St. (Kent Schl.).
Owen Sound.....	Collegiate Institute. Dufferin Public School.
Paris.....	Public School.
Peterboro.....	Normal School. Central School. Prince of Wales.
Port Arthur.....	Collegiate Institute.
Port Perry.....	High School.
St. Thomas.....	Collegiate Institute. Balaclava St. School.



## Manual Training

Sarnia.....	Public Schools.
Sault Ste. Marie.....	Collegiate Institute. Central Public School. West End Public School.
Smith's Falls.....	Collegiate Institute.
Stratford.....	Collegiate Institute. Romeo School. Normal School.
Toronto.....	Annette St. School. Brown School. Dewson St. School. Earl Grey School. Eglinton School. Essex St. School. Jesse Ketchum School. Kent School. Kimberley School. King Edward School. Manning Ave. School. Park School. Parkdale School. Perth Avenue School. Queen Alexandra Schl. Ryerson School. Victoria St. School. Wellesley School. Williamson Rd. School. Winchester St. School. Oakwood Col. Institute. Riverdale Col. Institute.

## Household Science

Sarnia.....	Public Schools.
Sault Ste. Marie.....	Collegiate Institute. Central Public School. West End Public Schl.
Smith's Falls.....	Collegiate Institute.
Stratford .....	Collegiate Institute. Romeo School. Normal School.
Toronto.....	Annette St. School. Brown School. Dewson St. School. Duke of Connaught Sch. Earl Grey School. Eglinton School. Essex St. School. Huron St. School. Jesse Ketchum School. Kent School. Kimberley School. King Edward School. Lee School. Manning Ave. School. Orde St. School. Park School. Parkdale School. Perth Ave. School. Queen Alexandra Sch. Ryerson School. Wellesley School. Western Ave. School. Williamson Rd. School. Winchester St. School. Oakwood Col. Institute. Riverdale Col. Institute. St. Paul's Sep. School. St. Francis Sep. School.

## Sewing Centres:

	Brock Ave. School. Brown School. Clinton St. School. Dovercourt School. Duke of Connaught Sch. Eglinton School. Essex St. School. Frankland School. Huron St. School. Jesse Ketchum School. Lee School. Palmerston Ave. School. Park School. Perth Ave. School. Queen Alexandra Schl. Regal Road School. Ryerson School. Victoria St. School. Wellesley School. Western Ave. School. Williamson Rd. School. Winchester St. School. Withrow Ave. School.
Tweed.....	Public Schools.
Walkerville.....	Public Schools.
Whitby.....	Collegiate Institute.
Windsor.....	Collegiate Institute. Assumption St. School. Douglas Ave. School. Wyandotte St. School.
Woodstock.....	Collegiate Institute.
	Windsor.....Collegiate Institute. Assumption St. School. Douglas Ave. School. Wyandotte St. School. Woodstock.....Collegiate Institute.

## APPENDIX F

### REPORT OF THE INSPECTOR OF ELEMENTARY AGRICULTURAL CLASSES

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I beg to submit for your consideration a report on the Agricultural Classes in connection with the schools of the Province for the year 1920.

I have the honour to be,

Sir,

Your obedient servant,

J. B. DANDENO,

*Inspector of Elementary Agricultural Classes.*

Toronto, January, 1921.

#### PUBLIC AND SEPARATE SCHOOLS

##### Ungraded Schools

The work of the Agricultural Classes in ungraded schools, which are necessarily all rural schools, is making steady progress from year to year, and the results are very gratifying indeed. As indicated in the table showing the number of schools carrying on the work and qualifying for grants, nearly one-third of the schools are now maintaining classes in Agriculture which shows a very encouraging condition. The most of these schools have practically only made a beginning, and, notwithstanding the difficulty in securing ground for garden work, and securing the co-operation of the farmers themselves, we have reason to feel gratified with the improvement which, so far, has been made in this direction.

In order to conduct Agricultural Classes successfully, a fair amount of equipment is necessary because, unless the work is carried on as practical work—laboratory work—the subject loses a large portion of its real value. Pupils of the Third and Fourth Book classes are at an age when eagerness to do things with their hands is quite pronounced. They like to do things themselves for themselves, and, in the *doing*, they are training hand, eye and mind without the mental strain which is demanded of the pupil when he is pursuing subjects which are, to him, more abstract and necessarily more exhausting. Experimental work is not only far more attractive but also just as surely educational.

Because of the fact that actual equipment and concrete material are essential, a new method of treatment of subject matter in class is necessary, consequently the teacher is thrown more upon his own resources for this subject than for the ordinary academic subjects on the programme. Pronounced ability on the part of the teacher, therefore, will be more noticeable where Agricultural Classes are maintained, and this is often shown by the fact that such teacher sees to it that suitable equipment has been provided.

Notwithstanding that the equipment necessary for carrying on classes is paid for by the Provincial Government, one of the most difficult things with which we have to contend is the lack of suitable equipment and material. Because books, pens, pencils and maps have for so long been regarded as practically the only equip-

ment necessary for class instruction in rural schools, it is not easy, in very many cases, to convince rural school trustees of the necessity for providing equipment and material for laboratory and experimental purposes. However, considerable advancement has been made in this direction during the past year or two, more particularly when the real object of education is understood. The boy who examines, by the use of a spade in the garden, the surface soil and subsoil with a view towards understanding the water relations, will acquire educational experience no less fundamental than the other boy who analyzes a complex sentence for the grammatical relationships. The boy who grows beans on his plot and, after harvesting the crop, by means of scales and measure, calculates the weight per bushel of the seed, will have completed a lesson hardly less important educationally than if he had memorized the chief facts involved in a chapter or two of the Norman Conquest.

Moreover, there is a general opinion among teachers that the curriculum of the public schools is rather long and that it should be shortened rather than lengthened by the addition even of a bonus or elective subject. Such opinion is probably valid, especially if Agriculture were a subject of the academic type. But it has been abundantly proved that pupils will carry on the work of the classes in Agriculture, in addition to the regular academic subjects of the curriculum, without any hindrance whatever to the latter. This is explained by the fact that a practical subject draws upon certain other phases of mental energy which are not employed extensively in the study of the academic subjects. The study of Agriculture is, therefore, not so much an additional burden upon the mental powers of the pupils as it is a rounding out of the course of study to meet the needs of active growing pupils.

Our system of education, based as it is upon scholastic methods which employ machinery chiefly for academic attainment, has been nurtured by generations of practice, and this has taken such a firm hold upon the minds of people that scholastic education has been considered the only kind worthy of the name. Consequently, we find many people speaking of such subjects as Agriculture in such terms as "frills" and "fads," implying that book learning is the chief and only means of education. Moreover, the Ontario System of Education has definite curricula, with suitable examinations marking each step of advancement, and these examinations have such well-defined academic values that farmers as well as others have grown up with the idea that these, and only these, are the tangible results of the system.

Much has been written during the past year to the effect that our rural schools are decadent and have not kept step with the progress of other institutions. The rural school has become the butt of adverse criticism, especially by those unfamiliar with the conditions of the schools themselves.

There is no doubt whatever that the rural schools, so far as the teaching is concerned, have made great improvement, and these very rural schools are the breeding ground of our best citizenship to-day. They are, in fact, the bulwark of our best civilization. It is quite true that the accommodation provided in rural sections is not equal to that in the urban municipalities; but, after all, even under this handicap, the rural school is giving a good account of itself. Better buildings and equipment are needed in the country, but if those who attempt to abuse the rural schools would visit a few hundred of these institutions, they might have their eyes opened.

The most noticeable feature in very many of the rural schools is the small number of pupils. In fact, that is what is wrong with the rural schools—too few pupils. It is, however, too delicate a matter to do more than refer to here.



## Number of Ungraded Schools with Classes in Agriculture, Sept., 1919—June, 1920

Inspectorate	Inspector	No. of Schools	Number of	
			Home Gardens	School Gardens
Algoma.....	L. A. Green.....	12	9	3
Algoma and Timiskaming.....	J. A. Bannister.....	3	1	2
Brant and Norfolk.....	T. W. Standing.....	9	6	3
Bruce.....	W. F. Bald.....	27	12	15
Bruce.....	John McCool.....	21	10	11
Carleton and Lanark.....	R. C. Rose.....	12	5	7
Carleton.....	Thos. Jamieson.....	10	3	7
Durham.....	E. E. Snider.....	24	19	5
Durham and Northumberland.....	J. W. Odell.....	19	16	3
Dufferin.....	W. R. Liddy.....	22	6	16
Dundas.....	H. B. Fetterly.....	53	37	16
Elgin.....	J. C. Smith.....	58	33	25
Elgin.....	J. A. Taylor.....	24	17	7
Essex.....	D. A. Maxwell.....	10	3	7
Frontenac.....	S. A. Truscott.....	2	1	1
Grey.....	Samuel Huff.....	4	2	2
Grey.....	H. H. Burgess.....	8	3	5
Grey.....	Robert Wright.....	8	2	6
Glengarry.....	J. W. Crewson.....	31	26	5
Haldimand.....	J. L. Mitchener.....	15	12	3
Halton and Wentworth.....	J. M. Denyes.....	19	11	8
Hastings.....	H. J. Clarke.....	32	25	7
Hastings.....	J. Colling.....	1	1	.....
Hastings.....	J. E. Minns.....	30	23	7
Huron.....	J. M. Field.....	17	12	5
Huron.....	J. E. Tom.....	57	45	12
Kent.....	W. H. G. Colles.....	65	25	40
Kent.....	J. H. Smith.....	53	30	23
Lambton.....	Henry Conn.....	39	23	16
Lambton.....	N. McDougall.....	36	27	9
Lanark.....	F. L. Michell.....	13	11	2
Lennox and Addington.....	E. J. Corkill.....	2	2	.....
Leeds and Grenville.....	J. F. McGuire.....	22	15	7
Leeds and Grenville.....	W. C. Dowsley.....	27	22	5
Leeds and Grenville.....	T. A. Craig.....	19	17	2
Lincoln.....	G. A. Carefoot.....	11	4	7
Middlesex.....	H. D. Johnson.....	41	30	11
Middlesex.....	P. J. Thompson.....	62	21	41
Manitoulin.....	J. W. Hagan.....	4	1	3
Northumberland.....	R. Boyes.....	4	2	2
Norfolk.....	H. F. Cook.....	12	11	1
Ontario.....	T. R. Ferguson.....	7	4	3
Ontario.....	R. A. Hutchison.....	14	8	6
Oxford.....	R. A. Paterson.....	6	3	3
Oxford.....	J. M. Cole.....	36	29	7
Parry Sound.....	R. O. White.....	1	.....	1
Peel.....	W. J. Galbraith.....	22	16	6
Perth.....	Wm. Irwin.....	44	32	12
Perth.....	Jas. H. Smith.....	34	19	15
Peterborough.....	Richard Lees.....	10	2	8
Peterboro and Victoria.....	G. E. Broderick.....	7	3	4
Prince Edward.....	F. P. Smith.....	18	10	8
Prescott and Russell.....	John Nelson.....	1	.....	1
Renfrew.....	G. G. McNab.....	18	9	9
Renfrew.....	I. D. Breuls.....	2	.....	2
Rainy River and Timiskaming.....	Chas. McDowell.....	2	1	1
Simcoe.....	J. L. Garvin.....	6	1	5
Simcoe.....	E. J. Longman.....	4	3	1
Simcoe.....	Isaac Day.....	20	18	2
Stormont.....	James Froats.....	28	25	3

**Number of Ungraded Schools with Classes in Agriculture, Sept., 1919—June, 1920—Con.**

Inspectorate	Inspector	No. of Schools	Number of	
			Home Gardens	School Gardens
Timiskaming and Algoma .....	W. Asbury Wilson .....	3	2	1
Thunder Bay .....	J. Ritchie .....	1	.....	1
Victoria .....	W. H. Stevens .....	1	.....	1
Waterloo .....	L. Norman .....	11	8	3
Waterloo .....	F. W. Sheppard .....	6	2	4
Welland .....	James McNiece .....	5	1	4
Welland .....	J. W. Marshall .....	4	2	2
Wellington .....	J. J. Craig .....	23	7	16
Wellington .....	R. Galbraith .....	4	2	2
Wentworth .....	J. B. Robinson .....	34	14	20
York .....	C. W. Mulloy .....	9	7	2
York .....	A. L. Campbell .....	12	4	8
York .....	A. A. Jordan .....	27	23	4
Total, ungraded Public Schools.....		1358	836	522

**Number of Separate Ungraded Schools with Classes in Agriculture, Sept., 1919—June, 1920**

Inspectorate	Inspector	No. of Schools	Number of	
			Home Gardens	School Gardens
Bruce, Grey, Huron, Middlesex, Perth, Waterloo, Wellington..	W. J. Lee.....	24	11	13
Manitoulin, Renfrew .....	J. M. Bennett.....	2	1	1
Addington, Frontenac, North- umberland, Peterboro, Renfrew and Victoria .....	J. P. Finn.....	10	4	6
Carleton, Stormont .....	J. E. Jones .....	5	5	.....
Halton, Peel and York .....	J. F. Power .....	3	3	.....
Essex, Kent, Lambton, Middlesex	J. F. Sullivan .....	8	.....	8
Essex .....	V. C. Quarry .....	1	1	.....
Total, ungraded Separate Schools.....		53	25	28

That agriculture as a subject of the Public School curriculum is having a powerful influence for good in the schools may be inferred also from the following statements taken from reports of the Public School Inspectors:—

This work is taken up in the four urban centres and in sixty-two rural schools. Three of the urban centres have School Gardens near to the school. In the other urban centre House Gardens are used.

House Garden Plots are mostly used in the rural schools.

Sixteen of the teachers have certificates in Agriculture.

Six School Fairs were held, at which the pupils exhibited the products of their gardens, the chickens they raised from eggs provided, the stock that they had handled and taken care of; also samples of Writing, Art Work, Sewing, Baking and Manual Training Work. There were also contests in public speaking, identification of weeds, and in stock and butter judging.

These Fairs create quite an interest in the community, and they serve to stir up a worthy pride in the pupils for their own rural life.

The trustees do not take advantage, to any great extent, of the grants to secure equipment and Agricultural books. If the teacher, however, is insistent and tactful all that is required may be got.

I am pleased to say that the interest in this subject is increasing.

WILLIAM IRWIN, I.P.S., North Perth.

There were forty-five schools in the rural part of my Inspectorate, and in thirty-nine of those agriculture was taught. In the urban portion there were six schools, each of which had a large garden. The work in urban school gardens was carried on quite successfully, exhibits were made at the County Fair and also at the Horticultural Exhibition. Besides giving pupils of each school an opportunity to study plant life carefully and its relation to environment each school kept a careful account of the cost of cultivation, fertilization and seed and also the amount received from the sale of produce. The sale of produce was so profitable in our urban schools that a considerable fund has been acquired for enlargement of school libraries, purchasing gramophones or any other equipment desired by the teachers of the school. In South Perth, we had four large township school Fairs at St. Paul's, Fullarton, Staffa and Shakespeare. We had no agricultural representative, but at each Fair we brought in men from other counties. We used the Fairs as annual Township Old Boys' Reunions and had public speakers of prominence try to take up some special phase of agriculture and give out knowledge on it to be put into practice for the ensuing year. As a whole, we are interesting the rural population through their schools and pupils to take a greater interest in school work and to study agriculture more than they did formerly. We also encourage stock judging contests, and contests in debates among schools of the township during the winter season. I am pleased to say we have had quite a successful year in agriculture.

J. H. SMITH, I.P.S., South Perth.

The statement is frequently made that the farmers themselves are more or less opposed to the teaching of Agriculture in the schools, offering as an argument that the school is not the place to learn Agriculture, and that this subject can be learned to better advantage in the homes and on the farm.

As this argument contains a germ of truth, it is not always easy to refute. However, as the subject itself, and the management of it, become better understood, the above mentioned argument dissolves of itself.

That the trustees are now understanding what is being done and appreciating the subject as one of real cultural value, are evident from the following statements taken from voluntary reports made by the trustees themselves.

The conclusions that may be reached from reading these reports may be summarized as follows: (1) The classes in Agriculture seem to interest the pupils in the work of the school; (2) the children co-operate with the teacher more readily than formerly in the management of the grounds and of the school itself; (3) many of the trustees foresee an awakened interest in farm problems and rural life.

In some cases, no doubt, the Agricultural Classes are not carried on as successfully as a person might wish, but the same may be said of any other subject on the curriculum. It is not to be wondered at if a few teachers do not make a brilliant success teaching Agriculture, because the subject is new and the teachers themselves have had very little experience with the subject either as pupils or yet as teachers.

Read the following statements from trustees:

*S.S. No. 1, Verulam, Victoria Co., Garnett Thurston.*

The garden has been a success, also the Agricultural topics taken up through the year have created a new interest amongst the pupils.

JOSEPH A. TULLY, Secretary,  
Bobcaygeon.

*S.S. No. 5, North Easthope, Perth Co., Miss E. Gordon.*

I am instructed by the Trustees to say that the boys and girls are very much interested in their Home Plots, and also in the study of Agriculture.

E. GORDON, Teacher.  
New Hamburg.



*S.S. U. No. 3, Ellice, Fullarton and Downie, Perth Co., Ruby E. Schmidt.*

In regard to the Agriculture carried on in this school I might say, I think the pupils derive certain benefits and are interested in the work, and I am quite satisfied that it be carried on to the extent it is at the present time.

JOHN F. ROHFRTSCH, *Sec. Treas.*,  
Stratford.

*S.S. No. 4, Mornington, Perth Co., Jean M. Krug.*

Pupils are enthusiastic about the work. Miss Krug is capable and energetic. Under right instructors I think this branch of instruction will be of much value to the young generation.

DAVID J. JACOBS, *Sec. Treas.*  
Newton.

*S.S. No. 1, Chandos, Peterboro' Co., H. F. Maloney.*

The pupils take great interest in work and talk about their plot at home. The garden looks well and is growing well. The plots are all clean of weeds. We think a school garden is a great incentive to pupils going to school.

JOHN MAHONEY, *Sec. Treas.*  
Clydesdale.

*S.S. U. No. 7, Blanshard and Nissouri, Perth Co., Olive Mossey.*

The pupils take a very lively interest in their gardens. The work is done with the use of home tools. The preparation of the soil and fertilization is also done from home sources, which would mean considerable expense if done at school. We think the gardens are better cared for through the summer.

GEORGE McDONALD, *Sec. Treas.*  
St. Mary's.

*S.S. No. 9, East Zorra, Oxford Co., Grizzell R. Hart.*

We see the need of Agriculture being taught, and will make a move to procure the necessary tools and equipment if the section will sanction it at our next annual meeting.

The teacher has certainly given the study a great impetus by her effort in the school and would indeed not like to see the work not continued.

W. V. CARTER, *Sec. Treas.*,  
Woodstock.

*S.S. No. 7, West Oxford, Oxford Co., D. A. Macdonald.*

The School Garden has been carried on satisfactorily and the scholars take much interest in it. Some of the pupils had Home Gardens, which were inspected by the teachers, and cash prizes given.

W. H. CODY, *Sec. Treas.*,  
Woodstock.

*S.S. No. 9, Uxbridge, Ontario Co., Jessie I. Kerr.*

In regards to the teaching of Agriculture the Trustees of this section are greatly in favour of it.

EDWARD A. HAYNES, *Sec. Treas.*,  
Goodwood.

*S.S. No. 2, Mara, Ontario Co., Lydia B. Smith.*

On behalf of the Trustees, I must say we are all highly pleased with the results in Agriculture, and sincerely hope the good work will be continued.

THOS. WADDELL, *Sec. Treas.*,  
Brechin.

*S.S. No. 19, Cavan, Durham Co., Mary A. Deyell.*

We, the Trustees, approve of the teacher's efforts in the teaching of Agriculture.

A. R. GILMOUR, *Sec. Treas.*,  
Millbrook.

*S.S. No. 21, Clarke, Durham Co., Hazel I. Clark.*

Am glad to state that the Trustees and parents show a decided interest in the work initiated by our present teacher, Miss H. I. Clark, and we believe that under proper direction the work can be continued with increasing interest.

JOHN STEWART, *Sec. Treas.*,  
Clarke.

*S.S. No. 3, East Williams, Middlesex Co., Mabel Hord.*

This year we have had trouble in getting seeds to germinate and our garden is not in as good condition as we left it last year.

DAVID CLUNESS, *Sec. Treas.*

*S.S. No. 7, West Nissouri, Middlesex Co., Stella I. McLeod.*

The school garden was planted under supervision of the teacher. It looks beautiful now. She has appointed two boys to look after it during the summer holidays. We are very much pleased with it.

FRED. LEE, *Sec. Treas.*,  
Thorndale.

*S.S. No. 5, Delaware, Middlesex Co., A. S. Ronald.*

Pupils have made good progress in the study of Agriculture, and think it is a good thing to have taught in Public Schools.

Signed on behalf of Board.

J. H. MATTHEWS, *Sec. Treas.*,  
Delaware.

*S.S. No. 15, Caledon, Peel Co., Harvey A. Griffin.*

There are fifty plots, divided among twenty-five pupils. The seeds used were gotten from the O.A. Department and are of various kinds, e.g., carrots, onions, beets, corn, potatoes, turnips, parsnips, flowers, wheat.

The garden is in a good healthy state, well weeded and artistically planned. The Board have employed a boy to take care of the garden during the holidays.

The pupils are very interested and the teachers have worked hard to make the garden a success.

Judging from appearances the result should be very gratifying.

W. A. DORRINGTON, *Sec. Treas.*,  
Alton.

*S.S. No. U1 and 2, Clinton and Louth, Lincoln Co., Winnie Booth.*

At first scholars seem a little indifferent, but after seeing the result of their work they became quite interested and we believe it to be a good training.

A. H. CULP, *Sec. Treas.*,  
Vineland.

*S.S. No. U16, Tilbury West, Essex Co., Kathrynne Baird.*

We, the Trustees of S.S. No. 16, Tilbury West, Rochester and Mersea, hereby certify that the school garden shows careful preparation. The pupils all seem to be interested in the work, and the pupils and teacher alike have all worked hard to make it a success.

ORLEY FOSTER, *Sec. Treas.*,  
Staples.

*S.S. No. 1, Mersea, Essex Co., Mildred C. Hamil.*

The work was carried on for the past year very successfully by our teacher. The grant for 1918-1919 was received in good time and was satisfactory.

W. W. LOVELESS, *Chairman*,  
A. H. HICKSON, *Sec. Treas.*,  
Wheatley.

*S.S. No. 4, Yarmouth, Elgin Co., Frances E. W. Fletcher.*

This is to certify that the teaching of Agriculture and Horticulture by Miss Fletcher has been very satisfactory and very highly commendable.

C. S. SMITH, *Sec. Treas.*,  
W. F. SMITH, *Chairman*,  
Sparta.

*S.S. No. U6 and 7, Bayham and Malahide, Elgin Co., Gertrude A. Wigle.*

The school garden has been inspected and found to be in fair condition, as the weather has been very dry this season.

H. G. MATTHEWS,  
ADOLPHUS MCCONNELL, *Sec. Treas.*,  
Dunboyne.

*S.S. No. 11, Winchester, Dundas Co., Myrtle Casselman.*

The subject of Agriculture was well taught in our school and we are well pleased with it.

MAHLON CASSELMAN, *Sec. Treas.*,  
Winchester R.R. No. 2.

*S.S. No. 12, Matilda, Dundas Co., Vera P. Ellis.*

The Trustees are well satisfied with the way Miss Ellis carried on her study of Agriculture.

GEORGE G. SHARRA, *Sec. Treas.*,

*S.S. No. 6, Leeds and Lansdowne, Rear, Leeds Co., George W. Wheeler.*

We are ready and willing to do all we can in promoting the teaching of Agriculture in our school, and think that our teacher, Mr. George Wheeler, is making a success of the work. We have not purchased any tools for carrying on the work, as the pupils furnish them from their homes, such as hoes, rakes, wheelbarrows, etc.

A. B. WHITE, *Sec. Treas.*,  
Lyndhurst.

*S.S. No. 13, Plympton, Lambton Co., Flora C. Dennis.*

We are planning to have a school fair in co-operation with No. 10, where we expect the children to exhibit the products of their home gardens. We also procured Barred Rock eggs, for which the pupils paid themselves, and we expect some keen competition among the chicks which they raise. We are also offering prizes for calves and several other things.

The children seem to be interested in farm subjects, and I think and hope it will be a means of stopping the exodus to the city.

WM. JARDINE, *Sec. Treas.*,  
Camlachie.

*S.S. No. 11, Culross, Bruce Co., Agnes M. Devereaux.*

This school has won the shield for the last five years in the rural school fair.

WILLIAM CRONIN, THOMAS MILLEN, THOMAS ROSWELL.

*S.S. No. 12, Kincardine, Bruce Co., Katie Campbell.*

Having been present at our school when our teacher was instructing the children in Agriculture, I was much pleased in the way the pupils were interested in the subject.

THOS. R. BROCKLEBANK.

*S.S. No. 17, Mountain, Dundas Co., Ethel McDowell.*

The Trustees will donate five dollars towards prizes, to be given at Rural School Fair.

WM. CHRISTIE, *Sec. Treas.*,  
Inkerman.

*S.S. No. 2, Goulburn, Carleton Co., Myra E. Hodgins.*

The school garden looks well and the pupils are taking quite an interest in it.

The Trustees have made arrangements to have the garden attended to during the summer holidays.

E. W. GARLAND, *Sec. Treas.*,  
Richmond.

*S.S. No. 11, North Gower, Carleton Co., Lillian I. B. Dool.*

We have built a tool house this year and bought some new equipment. We have spent over the required sum of money in order to get flowers for the centre bed. It is a small ungraded school. The flower garden and vegetable garden are both looking well now.

HARRY N. MOFFATT, *Sec. Treas.*,  
North Gower.

*S.S. No. 6, Osgoode, Carleton Co., Susie E. Scobie.*

Re the school garden at No. 6 Osgoode. I have found the teacher and pupils very much interested in the work. I think the work both pleasant and profitable, and would not like to see the school without a garden.

F. S. RICHARDSON.

I find a splendid garden at S.S. No. 6 Osgoode, and believe both children and teacher find it profitable. It is well cultivated and is a credit to the school.

E. M. MOSES.

*S.S. No. 12, Carrick, Bruce Co., Gertrude Siegner.*

We found that the school garden is all right and great benefit to the children. It gives them pleasure to attend to the home gardens; at least they think they know all about Agriculture since they got the garden at school. We intend to have a garden right along.

#### Teacher's remarks:

I have always found the pupils very interested in this subject, also many of the parents who would sometimes send questions with their children for information—e.g., "How to treat oyster shell scale." Their interest was especially aroused when they got their school garden, and eagerly watched and waited for their vegetables to grow large enough to use. I think it is a subject well worth being placed on the curriculum.

NICHOLAS V. SCHWARTS, *Sec. Treas.*,  
Mildmay.

*S.S. No. 7, Amaranth, Dufferin Co., Hazel Henry.*

Equipment was bought last year. The garden is looking fine.

ALEX. RINTOUL, *Sec. Treas.*,  
Laurel.



The School Garden in the rural school is becoming an exceedingly important factor in agricultural instruction in the school. The difficulty which was once thought to be insurmountable, is rapidly being met from year to year. From the reports which have been received from Trustees here and there throughout the Province, the conclusion is easily reached that a school garden will become before long an essential factor of school accommodation in the future. In cases where new school grounds are to be secured, or school buildings to be located, attention should be given by Boards of Trustees to this very important part of the school accommodation.

#### Graded Public and Separate Schools.

The Agricultural Instruction Act of 1912 provided funds for Agricultural education in the different provinces, and the small amount of this fund which was received by the Department of Education in Ontario was applied at first directly towards the work of rural schools, but it was soon observed that excellent work of a similar nature could be done in other schools—suburban schools especially. In 1917 the scope of grants was extended to include not only suburban but also urban schools. This aspect of the work has since developed very rapidly and, as a result of such development, a new view seems to be gaining ground to the effect that much good might arise in the direction of a better understanding between city and country, and possibly, later on, many of those pupils now studying Agriculture in the city schools may be led to take up their life work in the country.

Toronto has become a large city with an immense school population—so immense that the city can not properly provide accommodation for the pupils. How much better many of these city pupils would be if they were in a smaller municipality? When shall we get away from this religious worship of mere bigness? Ontario would be immensely better off with twenty cities of 40,000 each than with one of 800,000. Education may level this up to some extent in the future, and I believe that future history will show that Agriculture in the schools was one of the factors involved.

Among the very best school gardens which we have in Ontario, are those in suburban and urban localities, although, in many cases, the land made use of is not a part of the school property. The care of the garden during summer, which was thought six or seven years ago to be an insurmountable difficulty, does not appear to be so any longer. In fact the summer work when arranged for has a tendency towards developing in the pupils an added interest in the school. Moreover, the delight in growing things is one of the keenest of which the human being is capable, because it touches the spiritual as well as the economic quality of the human mind.

**Number of Graded Schools with Classes in Agriculture,  
Sept., 1919—June, 1920**

Inspectorate	Inspector	No. of Schools	No. of Home Gardens	No. of School Gardens
Algoma .....	L. A. Green .....	4	3	1
Brant .....	E. E. C. Kilmer .....	4	3	1
Brant .....	T. W. Standing .....	1	.....	1
Bruce .....	W. F. Bald .....	1	1	.....
Bruce .....	John McCool .....	1	1	.....
Carleton, East .....	Thos. Jamieson .....	2	.....	2
Dundas .....	H. B. Fetterly .....	10	4	6
Elgin .....	J. C. Smith .....	6	2	4
Elgin .....	J. A. Taylor .....	7	1	6

**Number of Graded Schools with Classes in Agriculture,  
September, 1919—June, 1920.—Concluded.**

Inspectorate	Inspector	No. of Schools	No. of Home Gardens	No. of School Gardens
Essex	D. A. Maxwell	1	1	
Frontenac	S. A. Truscott	1	1	
Glengarry	J. W. Crewson	3	2	1
Grey, West	H. H. Burgess	2		2
Grey, East	Robert Wright	1	1	
Haldimand	J. L. Mitchener	1	1	
Halton	J. M. Denyes	3	2	1
Hastings, South	H. J. Clarke	2	2	
Hastings, North	Jas. Colling	1	1	
Hastings, Centre	J. E. Minns	3	1	2
Huron, East	J. M. Field	1		1
Huron, West	J. Elgin Tom	3	1	2
Kenora	W. J. Hamilton	3	1	2
Kent, East	Rev. W. H. G. Colles	2		2
Kent, West	J. H. Smith	1	1	
Lanark, West	F. L. Michell	1	1	
Leeds & Grenville	J. F. McGuire	1	1	
Leeds & Grenville	W. C. Dowsley	2		2
Leeds & Grenville	T. A. Craig	1	1	
Lincoln	G. A. Carefoot	5	2	3
London, City	C. B. Edwards and V. K. Greer	7	5	2
Middlesex, East	P. J. Thompson	5		5
Middlesex, West	H. D. Johnson	1	1	
Muskoka	H. R. Scovell	1	1	
Ontario	R. A. Hutchison	1	1	
Ottawa, City	J. H. Putman and E. T. Slemmon	13	1	12
Oxford	R. A. Paterson	1	1	
Oxford	J. M. Cole	4	2	2
Parry Sound, South	J. L. Moore	1		1
Parry Sound, East	R. O. White	1		1
Perth, North	William Irwin	3	1	2
Perth, South	J. H. Smith	6	1	5
Peterboro'	Richard Lees	1	1	
Peterboro, City	A. Mowat	2	1	1
Prescott & Russell	John Nelson	4	2	2
Prince Edward	F. P. Smith	3		3
Rainy River Dist.	C. McDowell	1	1	
Renfrew, North	I. D. Breuls	1		1
Renfrew, South	G. G. McNab	2		2
Simcoe, South	Edwin Longman	2	1	1
Simcoe, North	J. L. Garvin	2	2	
Stormont	James Froats	1	1	
Timiskaming	J. A. Bannister	3	1	2
Timiskaming	W. A. Wilson	1		1
Thunder Bay	John Ritchie	1		1
Waterloo, North	F. W. Sheppard	3	1	2
Waterloo, South	L. Norman	4	1	3
Welland, North	J. W. Marshall	2		2
Welland, South	Jas. McNiece	1	1	
Wellington, South	J. J. Craig	3		3
Wellington (Guelph)	Wm. Tytler	1		1
Wentworth	J. B. Robinson	7	1	6
Windsor	J. E. Benson	1	1	
York, North	C. W. Mulloy	3	1	2
York, East	A. A. Jordan	14	2	12
York, West	A. L. Campbell	4	1	3
Toronto	D. D. Moshier	1		1
Toronto	Walter Bryce	2		2
Toronto	A. E. Marty	1		1
Toronto	Normal Model School	1		1
Total, graded Public Schools		190	68	122

## Number of Separate Graded Schools with Classes in Agriculture, Sept., 1919—June, 1920

Inspectorate	Inspector	No. of Schools	No. of Home Gardens	No. of School Gardens
Brant, Bruce, Grey, Huron, Perth, Simcoe, Waterloo, Wellington.....	W. J. Lee .....	13	3	10
Brant, Elgin, Essex, Kent, Middlesex, Oxford, Welland, Wellington .....	J. F. Sullivan .....	13	7	6
Essex .....	A. Beneteau .....	3	1	2
Windsor City .....	John Waugh .....	2	.....	2
Peterborough, Simcoe .....	J. P. Finn .....	4	1	3
Renfrew, Thunder Bay .....	J. M. Bennett .....	4	2	2
Toronto, Lincoln .....	J. F. Power .....	8	3	5
Total, graded Separate Schools .....		47	17	30

The number of Public and Separate Schools qualifying for grants each year commencing in 1903 is given in the following table:—

Year	No. of Schools	Year	No. of Schools	With School Gardens	With Home Gardens
1903.....	4	1912.....	101	.....	.....
1904.....	7	1913.....	159	.....	.....
1905.....	6	1914.....	264	208	56
1906.....	8	1915.....	407	222	185
1907.....	2	1916.....	585	324	261
1908.....	14	1917.....	989	466	523
1909.....	16	1918.....	1,020	588	432
1910.....	17	1919.....	1,408	618	790
1911.....	33	1920.....	1,648	702	946

Until 1914, no distinctions were made in the reports respecting Home Gardens and School Gardens.

Amount distributed in grants to Public and Separate Schools for the school year 1918-19:

To Boards .....	\$12,853 81
To Teachers .....	39,745 71
To Inspectors .....	9,149 00

Amount distributed in grants to Public and Separate Schools for the school year 1919-20:

To Boards and Teachers .....	\$65,512 09
To Inspectors .....	11,359 00

Amount expended for Instruction:

Summer School, 1917, O.A.C. Instruction.....	\$2,740 00
Summer School, 1918, O.A.C. " .....	4,874 25
Summer School, 1919, O.A.C. " .....	6,665 63
Summer School, 1919, Whitby " .....	1,189 50
Summer School, 1920, O.A.C. " .....	6,636 75
Summer School, 1920, Whitby " .....	1,910 75
Summer School, 1920, Monteith " .....	1,353 05
Summer School, Farm Mechanics, 1917, O.A.C.....	402 00
Summer School, Farm Mechanics, 1918, O.A.C.....	402 00
Summer School, Farm Mechanics, 1919, O.A.C.....	475 00
Summer School, Farm Mechanics, 1920, O.A.C.....	475 00



The fund set apart to be used to encourage the teaching of Agriculture in Ontario is administered as set forth in the following clause of the agreement between the Federal Government and the Province:

"To provide for and to encourage the teaching of Agriculture, Manual Training, as applied to work on the farm, and Domestic Science in High, Public, Separate and Continuation Schools and in Universities, to be available for grants, services, expenses and equipment, and travelling expenses of teachers, inspectors and others in attendance at Short Courses of other educational gatherings, and to be paid out on the recommendation of the Department of Education."

### **The Agricultural Instruction Act**

Quoting from Dominion Sessional Paper 93, 1915:

"On the 6th of June, 1913, assent was given to what is known as the Agricultural Instruction Act, which thereupon came into operation. This Act, as stated by the Minister of Agriculture, was intended to be a prompt and complete fulfilment of a promise made by the Prime Minister that he would provide for 'the granting of liberal assistance to the provinces for the purpose of supplementing and extending the work of Agricultural education and for the improvement of Agriculture.'"

The Minister, in his introduction of the Bill, stated:

"Help given in an educational direction will mean not only better farming, but better farmers, and better and happier men and women. The particular form such assistance may take may vary with the special needs and conditions in each province. It will embrace the increasing of the efficiency and equipment of our agricultural colleges; the establishment of agricultural schools; of dairy and horticultural schools; of short courses in Agriculture; the initiation of agricultural teaching in the public schools; and work by travelling or located qualified instructors. It might well include the valuable educational work carried on by means of demonstration trains, training of teachers in nature study and the invaluable work of domestic science concerned with the women and girls of our communities, whose influence will always constitute one of the most potent forces in solving the problems we are considering."

### **Development of the Resources of Ontario**

In order that the influence of the pupils and teachers of the schools might be used in the direction of a further development of the resources of the province the following leaflets were sent out to the inspectors and teachers. Greater Production and Reforestation are both needs at this critical time:

#### **CIRCULAR TO INSPECTORS AND TEACHERS**

##### **FORESTRY DEVELOPMENT IN ONTARIO**

Scarcity of timber, even in Ontario, is becoming more and more marked from year to year, especially in the older parts of the Province, where within the memory of many of us there was timber to burn, and, in many cases, the timber was destroyed wholesale without thought as to whether the land, when cleared, would be of value for agricultural purposes. Waste is no longer excusable. We must not only avoid wasteful methods; we must actually build up and restore. Timber is one of the most important of our resources as it contributes to the welfare of human beings in so many ways: buildings, implements, furniture, paper, fuel, pavements, etc.

In many places in Ontario reforestation on a small scale could be carried out through the agency of the school as part of the work in agriculture. Teachers should inspire the pupils with a love for trees by giving some practical lessons.

One objection offered to the planting of trees with a view to harvesting the crop is that the time of harvest seems so far on in the future. The answer to this is, that the man is a poor patriot, who cares little for the coming generations who does not aim to leave the world a little better than he found it. Moreover, the time of harvest need not be beyond one generation. Certain trees grow more rapidly than many people think: Black Locust often reaches 16 inches in diameter in 30 years; American Elm, 18 inches in 40 years; Soft Maple and Basswood, each 16 inches in 35 years.

It is recommended that teachers post themselves to a certain extent, and by securing co-operation with Boards of Trustees, make a beginning at once. Where land

is not costly a small arboretum might be laid out. Refer to page 154 of the Manual of Elementary Agriculture and Horticulture.

It is not intended that the efforts put forth for food production should be relaxed in 1920, as the prevailing high prices indicate a scarcity of food. During 1919 from the reports received at the Department of Education it is calculated that the value of food products resulting from the efforts of the schools reached \$150,000. This splendid showing can easily be maintained in 1920, and at the same time a beginning made in schools to extend the work in practical reforestation.

Toronto, February 4th, 1920.

## TO THE TEACHERS OF THE PUBLIC AND SEPARATE SCHOOLS IN ONTARIO

### GREATER PRODUCTION FOR 1920

*The Public or Separate School Inspector Will Distribute These Leaflets to the Teachers Concerned.*

By an arrangement with the Poultry Department at the O.A.C., Guelph, eggs for hatching can be supplied to schools in which classes in Agriculture are maintained in a limited quantity at 6 cents each f.o.b., at shipping point, in lots from one dozen up to 200 for each school. The eggs are from an improved Barred Rock bred-to-lay strain, and the introduction of this breed into the rural districts is likely to prove of lasting benefit to the whole country.

If the teachers are willing to take this matter up in connection with their classes, they should communicate with Professor Graham at the O.A.C., Guelph, and secure at one shipment the number of eggs required for their schools. Remit in advance to Professor W. R. Graham, Poultry Department, O.A.C., Guelph.

The Poultry Department of the O.A.C. maintains a number of breeding stations among the farmers. These flocks were started from eggs direct from the Department and are inspected and culled. The males used come from the Department and are from the very best tested hens. It is felt that in this manner a high standard may be maintained and that it is the only way such a large number of eggs can be secured in so short a space of time.

In order that the eggs may be available for the largest number of children, it is understood that the teacher will not give a pupil more than two dozen and that each school will not order more than 200.

Experience has shown that of the thousands of eggs sent out in past years about one half produce chicks. This is not a very large percentage, but is fairly good when one considers how the eggs are handled by the Express Companies, the time occupied in transportation, and the peculiarities of a setting hen.

The eggs will be packed in such a manner that in each layer in the case there will be eggs from every flock. This assures not only a better average hatch, but gives the child an opportunity of having cockerels and pullets but slightly related.

It is suggested that part of the cost (say one-half) be borne by the School Board and part by the pupils, thus placing the cost to the pupil at so reasonable a figure that the project will be within reach of all. The part of the expense borne by the School Board may be charged to the agricultural account (Regulations 7 and 8, pages 6-8, Circular 13, 1919), as the hatching of eggs and rearing of the brood is a legitimate and useful home project for a pupil of the third, fourth or fifth form. About 25,000 eggs were distributed under a similar arrangement in 1919.

Toronto, January 29th, 1920.

School Fair organizations continue to do exceedingly important work in the rural schools. These organizations are under the charge of the Agricultural Representative, in co-operation with inspectors and teachers. Perth is now the only county without a representative.

For the information of teachers and inspectors the following list, correct to January 1st, 1921, is given below:

## Agricultural Representatives of the Ontario Department of Agriculture

<i>County</i>	<i>Representative</i>	<i>Address</i>
Algoma	J. M. McIntosh	Sault Ste. Marie.
Brant	R. Schuyler	Paris.
Bruce	C. Lamont	Walkerton.
Carleton	D. J. Matheson	Carp.
Dufferin	H. A. Dorrance	Orangeville.
Dundas	W. C. Caldwell	Morrisburg.
Durham	F. C. Paterson	Port Hope.
Elgin	C. W. Buchanan	Dutton.
Essex	J. W. Noble	Essex.
Frontenac	A. W. Sirett	Kingston.
Grenville	W. M. Croskery	Kemptville.
Glengarry	D. E. MacRae	Alexandria.
Grey	T. S. Cooper	Markdale.
Haldimand	C. A. Galbraith	Cayuga.
Halton	R. R. Fleming	Milton.
Hastings	A. D. McIntosh	Stirling.
Huron	S. B. Stothers	Clinton.
Kent	J. L. Dougherty	Chatham.
Kenora	M. F. Cook	Kenora.
Lambton	W. P. Macdonald	Petrolia.
Lanark	Fred Forsyth	Perth.
Leeds	W. H. Smith	Athens.
Lennox and Addington	C. C. Main	Napanee.
Lincoln	Geo. Wilson	St. Catharines, Box 107.
Manitoulin	I. F. Metcalf	Gore Bay.
Middlesex	R. A. Finn	London.
Muskoka & Parry Sound	R. S. Beckett	Huntsville.
Norfolk	E. F. Neff	Simcoe.
Northumberland	H. Sirett	Brighton.
Ontario	R. M. Tipper	Uxbridge.
Oxford	G. R. Green	Woodstock.
Peel	J. A. Carroll	Brampton.
Peterborough	F. C. McRae	Norwood.
Prince Edward	A. P. MacVannel	Picton.
Prescott and Russell	F. Larose	Plantagenet.
Rainy River	R. E. Cumming	Emo.
Renfrew	M. H. Winter	Renfrew.
Simcoe	A. Hutchinson	Barrie.
Sudbury	D. J. Robicheau	Sudbury.
Timiskaming	W. G. Nixon	New Liskeard.
Thunder Bay—		
Port Arthur Section	L. M. Davis	Port Arthur.
Fort William Section	G. W. Collins	Fort William.
Victoria	A. A. Knight	Lindsay.
Waterloo	J. S. Knapp	Galt.
Welland	R. J. Bryden	Welland.
Wellington	R. H. Clemens	Arthur.
Wentworth	W. G. Marritt	Hamilton, 18 Market St.
York	J. C. Steckley	Newmarket.

## HIGH SCHOOLS

As the High Schools are, as a matter of fact, the real source from which teachers are derived, the influence of these schools is paramount in so far as the supply of suitable teachers may be concerned. By the term "High Schools" is meant all secondary schools, whether they be called Continuation Schools, Collegiate Institutes, High Schools or Private Schools, carrying on High School work. The course taken in the High School is largely a determining factor as to whether the student eventually becomes a teacher or not, consequently one of the causes of the



shortage of teachers has its roots in the course of study of the High Schools. And, because of the dominating influence of the University in its requirements for matriculation to the various branches of college work leading to a degree, the course of study in High Schools is shaped largely by the Universities. The language requirements for matriculation make so large demands upon the time of the pupil while in the High School that the student finds himself unable, for lack of time and energy, to carry on a course which includes Agriculture or Household Science.

The American State Universities make it possible for a student to offer Agriculture as a part of his matriculation course. This is true also of other subjects not recognized by our Provincial Universities. And none of these State Universities require Latin as an essential subject for admission. The American Universities are, therefore, open to a larger class of students, and have a more extensive sphere of influence than ours in Ontario.

To a degree in Arts the admission requirements in the State Universities of Michigan, Wisconsin, Minnesota and Illinois, are approximately the same, and, in a general way, about as follows: Fifteen credit units are necessary for admission and these credits are to be made up of, 3 in English, 2 in Mathematics, 2 in a Foreign Language, 1 in Science, and 4 of the remaining seven must be selected from a group composed of English, Greek, Latin, French, German, Spanish, History, Algebra, Geometry, Trigonometry, Physics, Chemistry, Botany, Zoology, Physiology, Geography. Three more may be selected from vocational subjects such as Agriculture and Household Science.

The progress of the work in the Secondary Schools is indicated by the following table, which shows when the work was introduced and how long continued. The word "Yes" means that the work was carried on successfully through that term, and the word "No" indicates that the work was temporarily dropped. The reason assigned in each case for dropping the subject was because of the impossibility of securing a legally qualified teacher to teach Agriculture:

Schools	1919		1920	
	January-June	September-December	January-June	September-December
Collegiate Institutes—				
Brockville .....	yes	yes	yes	yes
Clinton .....	no	yes	yes	yes
Ingersoll .....	yes	yes	yes	yes
London .....	yes	yes	yes	no
Renfrew .....	yes	yes	yes	yes
Smith's Falls .....	yes	yes	yes	no
St. Thomas .....	yes	yes	yes	yes
Vankleek Hill .....	yes	yes	yes	no
High Schools—				
Arthur .....	yes	yes	yes	yes
Athens .....	yes	yes	yes	yes
*Beamsville .....		yes	yes	yes
Belleville .....		yes	yes	yes
Bowmanville .....	no	yes	yes	yes
Cobourg .....	yes	yes	yes	yes
Essex .....	no	yes	yes	yes
Georgetown .....	no	yes	yes	no
Kincardine .....	yes	yes	yes	yes

\*Separate Department of Agriculture.

Schools	1919		1920	
	January-June	September-December	January-June	September-December
<i>High Schools.—Con.</i>				
Leamington.....	yes	yes	yes	yes
Niagara Falls S. ....	yes	yes	yes	yes
*Oakville .....	yes	yes	yes	yes
Port Hope .....	yes	yes	yes	yes
*Port Perry .....	yes	yes	yes	yes
Whitby .....	yes	yes	yes	yes
Williamstown .....	no	yes	yes	yes
Winchester .....	yes	yes	yes	yes
Wingham .....	yes	yes	yes	no
<i>Continuation Schools—</i>				
*Drayton .....	yes	yes	yes	yes
New Liskeard .....	yes	yes	yes	yes
Port Colborne .....	.....	yes	yes	no
Ridgeway .....	yes	yes	yes	yes
<i>Public Schools with Form V—</i>				
Swansea, York County .....	.....	yes	yes	no
Thamesville, Oxford County .....	.....	yes	yes	yes

\* Separate Departments of Agriculture.

Under the heading "remarks" on the annual report submitted by the teachers who are carrying on classes in agriculture, the following quotations indicate something of the practical nature of this work. Agriculture has at present only the standing of a bonus subject:

The garden proved a great success. The pupils sold potatoes and turnips, and gave away, or used, corn, beets, onions, beans, turnips, and other garden produce. The pupils like the work in agriculture very much and entered enthusiastically into it. Only five or six pupils in all of the Lower School did not take agriculture.

F. E. FOULDS, *Teacher of Agriculture,*  
*Clinton Collegiate Institute.*

#### School plots and experiments:

Four of the home gardens plots were graded over 80% by the agricultural inspector. The carrot plot yielded at the rate of 870 bushels per acre.

Sweet corn which was sprouted before planting was ten days earlier than that planted dry and grew better—larger ears and more of them.

Difficulty:—To make the work practical.

Encouragements:—People are becoming interested in this subject.

JAS. E. BURCHELL, *Teacher of Agriculture,*  
*Athens High School.*

The school plot was a most successful one this year. We not only raised a large quantity of corn, tomatoes and other vegetables, including ten bushels of potatoes, but we cleaned the land of quack grass and other weeds. We sold about \$15 worth of corn after the hospital had been supplied with all they wanted.

J. A. ANDERSON, *Teacher of Agriculture,*  
*Brockville Collegiate Institute.*

#### SCHOOL EXPERIMENTS.

Four areas amounting to about one-eleventh of an acre were planted to potatoes. This area yielded at the rate of 283.5 bushels per acre, and, based on market prices, the return was at the rate of \$265.65 an acre, at an expenditure of \$157.50 per acre, leaving a profit of \$108.15 per acre. The actual cost last year of the school plot was \$77.18.

The value of the returns, a part of which was cash, was \$136.15, making a profit of \$58.34 on half an acre had the produce been sold. The methods used were expensive and intensive, thirteen loads of manure and chemical fertilizers in addition. This shows, however, that the methods advocated in the class-room will work out in practice.

Poultry experiment: In October, 1919, twenty-one pullets were secured at a cost of \$32.00; feed to December 1st cost \$11.40; feed from December 1st to June 1st cost \$25.20. The total cost was \$68.60. Eggs produced from December 1st to June 1st, when the pen was broken up, were 1,140, which gave a cash return of \$56.82, every egg being sold. Many of the eggs were sold to the principal and to the vice-principal of the school. The highest price paid was 75 cents a dozen. The birds were sold in June, some to each of several pupils, the others to a dealer, bringing \$24.56, and making a total return of \$81.38. On the whole transaction returns over cost of birds and feed were \$12.78. This gives no allowance for labour nor capital, but it does show that people in town might buy ten pullets in the fall, have fresh eggs all winter, and sell the birds in spring and show profit over cost of feed and outlay.

NORMAN DAVIES, *Teacher of Agriculture,  
Renfrew Collegiate Institute.*

The chief difficulty in introducing and in maintaining classes in Agriculture in the Secondary Schools is the lack of legally qualified teachers.

The number of High Schools qualifying for grants since 1915 are here given:

—	No. Schools	With Plots	No Plots	—	No. Schools	With Plots	No Plots
1915				1918			
January-June .....	11	.....	11	January-June .....	21	16	5
September-December ....	15	.....	15	September-December ....	26	18	8
1916				1919			
January-June .....	15	1	14	January-June .....	23	16	7
September-December ....	20	1	19	September-December ....	30	23	7
1917				1920			
January-June .....	20	7	13	January-June .....	32	29	3
September-December ....	21	7	14	September-December ....	25	24	1

Courses are provided at the Ontario Agricultural College covering two consecutive summers of five weeks each. These courses were introduced in 1913, and the number of teachers who have so far qualified each year for an Intermediate Certificate in Agriculture are given below:

1914, 12; 1915, 10; 1916, 15; 1917, 15; 1918, 9; 1919, 21; 1920, 25.

Below are the names of those teachers who qualified in 1920:

Aitcheson, Edna M.  
Armstrong, Thos. W., B.A., Queen's.  
Attwood, Albert E., M.A., Queen's.  
Bailey, Gertrude, M.  
Beatty, Stanley.  
Cameron, Allan A.  
Cosgrave, Jas. E.  
Delaney, Annie M.  
Edge, Alex. M.  
Gilchrist, John, B.A., Queen's.  
Haines, F. L.  
Isard, Viola M.  
Lawlor, Richard G., B.A., Queen's.

Leitch, Alex. G., B.A., Queen's.  
Maxwell, Thos. P.  
Pow, Arthur W.  
Preston, Thomas, B.A., Toronto.  
Spence, J. C., B.A., Queen's.  
Smithendorf, Herbert.  
Tanton, John, B.A., Queen's.  
Tranter, Hazel M.  
Waddell, K. T., B.A., Queen's.  
Welsh, R. Stanley.  
Wilkinson, Jas. E., B.A., Toronto.  
Willson, Alice, B.A., Toronto.

#### FARM MECHANICS

Year.	Number.	Year.	Number.
1917 .....	10	1919 .....	10
1918 .....	9	1920 .....	8



The list of those who received certificates for Farm Mechanics in 1920 is as below:

Bodkin, Gertrude L., B.A., Western.  
Campbell, R. J.  
Howard, Frances.  
Joynt, James H.

Learoyd, Clarence W., B.A., Toronto.  
Miller, Gideon A., M.A., Queen's.  
Mitchell, Will James.  
Wood, Elmore E., M.A., McMaster.

#### SUMMARY, INCLUDING FARM MECHANICS

Queen's .....	55
Toronto .....	23
McMaster .....	13
Western .....	3
Victoria .....	3
With University Degrees .....	97
Without Degrees .....	57

#### The Names and Addresses of Public and Separate School Inspectors who hold Intermediate Certificates in Agriculture

Bald, W. T., Port Elgin.  
Bannister, John A., New Liskeard.  
Bennett, J. M., Toronto, 694 Euclid Ave.  
Benson, J. E., Picton.  
Bryce, W., Toronto.  
Boyes, Robert, Campbellford.  
Broderick, G. E., Lindsay.  
Burgess, H. H., Owen Sound.  
Campbell, A. L., Weston.  
Carefoot, George A., St. Catharines.  
Christie, D. M., Sudbury.  
Clarke, H. J., Belleville.  
Cole, J. M., Woodstock.  
Colles, W. H. G. (Rev.), Chatham.  
Colling, James, Bancroft.  
Corkill, E. J.  
Conn, Henry, Sarnia.  
Cook, H. F., Simcoe.  
Craig, J. J., Fergus.  
Craig, T. A., Kemptville.  
Crewson, J. W., Alexandria.  
Day, Isaac, Orillia.  
Denyes, J. M., Milton.  
Dowsley, W. C., Brockville.  
Ferguson, T. R., Uxbridge.  
Fetterley, H. B., Winchester.  
Field, J. M., Goderich.  
Finn, J. P., Britannia Bay.  
Froats, James, Cornwall.  
Galbraith, Robert, Mount Forest.  
Galbraith, W. J., Brampton.  
Garvin, J. L., Barrie.  
Green, L. A., Sault Ste. Marie.  
Hagan, J. W., Gore Bay.  
Hamilton, W. J., Fort William.  
Huff, Samuel, Meaford.  
Irwin, William, Stratford.  
Jamieson, Thomas, Ottawa.  
Johnson, H. D., Strathroy.  
Jones, Jas. E., Ottawa.  
Jordan, A. A., Toronto, 63 Orchard View Blvd.  
Kilmer, E. E. C., Brantford.  
Lee, W. J., Toronto, 434 Brunswick Ave.

Lees, Richard, Peterborough.  
Liddy, W. R., Orangeville.  
Longman, E., Barrie.  
Marshall, J. W., Welland.  
Marty, Miss A. E., Toronto.  
Michell, F. L., Perth.  
Minns, J. E., Tweed.  
Mitchener, J. A., Cayuga.  
Moore, J. L., Parry Sound.  
Moshier, D. D., Toronto.  
Mulloy, C. W., Aurora.  
McCool, John, Walkerton.  
McDougall, N., Petrolia.  
McGuire, J. F., Westport.  
McNab, G. G., Renfrew.  
McNeice, James, Welland.  
Nelson, John, Vankleek Hill.  
Norman, Lambert, Galt.  
Odell, J. W., Cobourg.  
Paterson, R. A., Ingersoll.  
Pentland, G. E., Fenelon Falls.  
Power, J. F., Toronto.  
Reid, M. R., Sharbot Lake.  
Ritchie, John, Port Arthur.  
Robinson, J. B., Hamilton.  
Rose, R. C., Carleton Place.  
Standing, T. W., Brantford.  
Scovell, H. R., Bracebridge.  
Sheppard, F. W., Kitchener.  
Slemon, E. T., Ottawa.  
Smith, F. P., Picton.  
Smith, J. C., St. Thomas.  
Smith, J. H., Chatham.  
Smith, Jas. H., Stratford.  
Snider, E. E., Port Hope.  
Stevens, W. H., Lindsay.  
Sullivan, J. F., London.  
Taylor, J. A., St. Thomas.  
Thompson, P. J., London.  
Tom, J. E., Goderich.  
Truscott, S. A., Kingston.  
White, R. O., Minden.  
Wright, Robert, Hanover.

### Specialist's Certificate in Agriculture

The following, whose names are given below, have completed the course prescribed for Specialist standing in Agriculture and have submitted acceptable Theses:—

J. G. Adams, B.A., Queen's.  
G. E. Copeland, M. A., Queen's.  
A. R. McRitchie, B.A., Toronto.

F. P. Smith, M.A., Queen's.  
G. S. Johnson, B.A., McMaster.

### THE NORMAL SCHOOLS

As the classes in certain Normal Schools now include students preparing for positions in Continuation Schools, some consideration is being given to the needs of such schools respecting the teaching of Agriculture. When students of similar qualification, took their professional training under the Faculty of Education of the University, no practice teaching or instruction was given in Agriculture, consequently, so far as this subject was concerned, those teachers who attended the Normal Schools were better prepared to teach this subject.

Until plant houses are provided for the Normal Schools as a part of the laboratory accommodation to be used in connection with the teaching of Agriculture in these schools, the best results need not be expected.

Notwithstanding the fact that excellent courses in Agriculture—as far as can be given with the limited accommodation—are now being given in the Normal Schools, we can never hope to meet the needs of the Public Schools until the High Schools undertake the work as an essential part of the curriculum for teachers. This can be done only by providing for Agriculture as a regular subject on the High School Course of Study.

### Teachers of Agriculture in the different Normal Schools

Hamilton .....	G. O. McMillan, M.A., B.Pæd., Queen's.
London .....	G. W. Hofferd, B.A., Queen's.
North Bay .....	H. E. Ricker, M.A., Queen's.
Ottawa .....	G. A. Miller, M.A., Queen's.
Peterborough .....	A. J. Madill, B.A., McMaster.
Stratford .....	J. W. Emery, B.A., D.Pæd., Toronto.
Toronto .....	David Whyte, B.A., Toronto.

All these men hold Intermediate Certificates in Agriculture.

The schools affiliated with the Normal Schools are given in the following list. These schools have all made a good start and it is hoped that efforts for advancement of such schools may be fostered and encouraged in every possible way. It is also hoped that some of these schools may, in the near future, become centres of consolidation.

Normal School	Section No.	Township	Date of affiliation	Miles from Normal	Schools Affiliated			Teacher of Affiliated School			
					Secretary	P.O. Address	Name of Teacher	Cert.	Certificate in Agricul.	Salary from Board	Salary from Dept.
Hamilton ....	5	Barton .....	Sept., 1916	2	Dr. J. H. Holbrook .....	Mt. Sanitorium .....	Annie E. Woods..	I	Elem. Cert.	\$ 900	\$300
	U3	Burlington Beach	"	6	Burlington B. Commission, room 800, Bank of Hamilton	Hamilton .....	M. Merle Prentice	I	No Cert.	1,000	300
		W. Flamboro & Ancaster	Sept., 1918	6½	W. H. Brooking .....		Deane Whitson..	I	Pt. I, 1918	950	300
London .....	7	Westminster	Sept., 1916	4½	R. T. Baty .....	R.R. 1, Wilton Grove..	Florence Kennedy	II	Elem. Cert.	1,000	300
	21	London .....	" 1920	5	R. Waide .....	London .....	May Beckton....	II	Elem. Cert. Pt. I	1,000	300
	22	"	" 1918	4	R. Dengate .....	Ealing .....	Helen Paterson..	II	Elem. Cert.	800	300
North Bay...	5	Widdifield ..	Sept., 1916	9	W. J. Simmens .....	Ferona .....	J. B. Marshall...	II	No Cert.	1,000	300
	1B	Ferris .....	"	2	James Pasmore .....	North Bay .....	Vina Fennell....	II	"	950	300
Ottawa .....	3	Gloucester ..	Sept., 1916	4½	J. A. Beamish .....	Billing's Bridge .....	Mary C. Douglas.	II	Elem. Cert.	900	300
	10	"	" 1919	3	J. Woods .....	Hurdman's Bridge....	A. Cummings ...	II	Elem. Cert. Pt. I	900	300
	12	Nepean .....	" 1919	5	W. P. Jackson .....	City View .....	Frances A. Scott	II	Elem. Cert.	900	300
Peterborough.	3	Smith .....	Sept., 1916	3	Percy Edmison .....	R.R. 2, Peterborough ..	Helen Alexander.	II	Elem. Cert.	775	300
	5	"	"	6	G. D. Mann .....	Bridgenorth .....	Florence Hubbel.	II	"	1,000	300
	6	Otonabee ...	"	3 ½	Alex. Huston .....	R.R. 11, Peterborough .	Phyllis Borland.	II	"	900	300
Stratford ....	3	Downie .....	Sept., 1909	5½	Louis Goettler .....	Sebringville .....	G. MacKenzie...	II	E. Cert. Pt. I	750	300
	U10	S. Easthope.	" 1919	7½	H. Harloff .....	R.R. 4, Stratford .....	N. Beaumont....	II	Elem. Cert.	900	300
	9	Downie .....	" 1916	7½	Robert Bell .....	R.R. 5, St. Mary's....	Margt. McCully..	II	"	1,000	300
Toronto .....	1	King & Whit-church....	Sept., 1918	20	Fred. J. Legge .....	Oak Ridges .....	John H. Stubbs..	II	No Cert.	800	300
	10	Etobicoke...	Sept., 1919	13	Henry Barker .....	"Haythorn Min. Sp'gs."	Eva W. Nattness	I	Elen. Cert.	1,000	300
	7	Etobicoke...	Sept., 1919	15	William A. Wallis .....	R.R. 3, Weston .....	Helen B. Williams	II	"	800	300
	3	York .....	Sept., 1920	6	E. F. Wood .....	Postal St'n, K, Toronto	Dor. E. Jacques..	II	No Cert.	1,000	300



### SUMMER COURSES

Because of the fact that Agriculture is not yet a regular subject on the High School curriculum, summer courses are necessary. The attendance upon these Summer Courses in Agriculture for Teachers is rapidly increasing from year to year. Up to 1918, the Ontario Agricultural College, was able to provide for all those teachers who applied for admission. In 1919, an arrangement was made to provide a course at the Ontario Ladies' College, Whitby. This was continued in 1920. In 1920, a similar arrangement was made for a course at the Demonstration Farm, Monteith. Details are given further on in this report.

In many respects these courses in agriculture for teachers are the most important and far reaching of all the agricultural courses given in Ontario, because, through the teachers, they have much to do with the shaping of the minds of the rising generation in such a way as to develop a mental attitude more in harmony with rural conditions. Not only do these courses so direct the rural mind at an early age and thereby produce lasting impressions, but they assist materially in showing how the farms may be made more productive and therefore more profitable, thus providing the economic incentive necessary for a happy life on the farm.

Accommodation in residence at the College could not be arranged for all, consequently only the ladies were provided with rooms and board on the grounds. The men were obliged to secure their own board and rooms at private houses, chiefly in the city. The new dormitory building now approaching completion will be available in 1921, consequently all those who attend the summer courses at Guelph will likely, hereafter, be accommodated in residence at the College. One of the important advantages of these summer courses is the privilege of partaking, to a certain extent, of college life by living in the dormitories and dining in the hall, and these advantages are not among the least important.

The instruction is given by the College Professors and other members of the staff, and relates directly to the teaching of agriculture in the schools. The Elementary classes refer directly to the Public and Separate Schools and the Intermediate classes to the High Schools.

The work is made as practical as it is possible to make it and those in attendance appreciate this feature, more particularly because practically all of the scholastic education obtained by the teachers in their previous courses of training, had to do with books. It should also be pointed out that the courses are truly courses in Agriculture and not Nature Study.

In addition to the regular courses, special lectures were given to all of the classes in attendance by President Reynolds, Dr. Eric Clark and Professor Crow.

The attendance since 1911 is given in the following table, that in 1918, and 1919 being especially large on account of the attendance of Inspectors:—

Attendance at the Ontario Agricultural College Summer Courses in Agriculture, 1911-1920

Year	Elementary				Intermediate					Inspectors	Farm Me- chanics	Total
	I		II		I		II		III			
	Men	Women	Men	Women	Men	Women	Men	Women	Men	—	—	
1911.....	8	75	1	16	.....	.....	.....	.....	.....	.....	.....	100
1912.....	16	65	2	23	.....	.....	.....	.....	.....	.....	.....	106
1913.....	14	64	5	36	23	4	.....	.....	.....	.....	.....	146
1914.....	8	55	5	27	13	4	14	.....	.....	.....	.....	126
1915.....	15	39	5	18	17	1	9	1	.....	.....	.....	105
1916.....	11	99	9	31	15	3	14	1	.....	.....	.....	183
1917.....	15	138	7	81	9	1	13	2	.....	.....	10	276
1918.....	6	187	7	119	20	11	9	.....	9	79	9	456
1919.....	16	155	6	160	9	19	7	21	.....	86	10	489
1920.....	28	125	10	135	7	25	19	7	.....	8	10	374

A glance at the above table will show that, since 1915, a marked progress has been made with respect to the attendance, even after the number of those taking the Inspectors' Course has been subtracted.

A considerable number of those who enter Part I of the Course leading to an Elementary certificate, for some reason or other do not complete the course by taking Part II. The following figures show the percentage of shrinkage and concerns the classes at Guelph only:—

Year	Number taking Part I Elementary	Year	Number completing Part II Elementary the following year	Decrease per cent.
1911.....	83	1912.....	24	71
1912.....	81	1913.....	41	50
1913.....	76	1914.....	32	58
1914.....	63	1915.....	23	63
1915.....	54	1916.....	40	26
1916.....	100	1917.....	88	12
1917.....	158	1918.....	126	20
1918.....	193	1919.....	166	14
1919.....	171	1920.....	145	15

Attendance at the Whitby Ladies' College Summer Courses in Agriculture, 1919, 1920

Year	Part I Elementary	Part II Elementary	Total
1919.....	70	..	70
1920.....	69	46	115

Attendance at the Demonstration Farm, Monteith, Part I Elementary, 1920

1920.....	22
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### SUMMER COURSE AT WHITBY

(By G. S. Johnson)

There were 115 pupils in attendance at the second Summer School in Agriculture held at the Ontario Ladies' College, Whitby—sixty-nine in Part I and forty-six in Part II. Practically all of the students of the previous year returned to take up their second part, but the attendance of the first part was not quite as large as was anticipated, due, no doubt, to the fact that territory from which the teachers were drawn the previous year was this year served by a similar course held at Monteith.

Due to the fact that both the first and second year work leading to the Elementary Certificate in Agriculture were being taken, it was necessary to have a staff somewhat larger than the previous year. The staff was as follows:—

George S. Johnson, B.A., Principal, Whitby High School.

Norman E. Davies, B.A., Renfrew Collegiate.

George McMillan, B.A., Hamilton Normal School.

J. G. Adams, B.A., Beamsville High School.

J. A. Short, Swansea.

R. M. Tipper, B.S.A., Whitby.

Misses Wallace and Holland of the Ontario Ladies' College, Whitby had charge of the teachers in residence.

One of the outstanding features of the Summer Course was the school gardens. This department was a splendid success and this success may be due to the fact that the garden was prepared and planted on the afternoon of the arrival of the students and the lessons in gardening evolved from the garden while growing. This method is much more satisfactory than taking a series of lectures on gardening and then having the pupils go out and make their garden.

During the course several outside lecturers visited the school; among these might be noted, Professor Harcourt, of the O.A.C., Guelph, Professor Henry G. Bell, of the Soil and Crop Improvement Bureau, Toronto, and Miss Lane and assistant, who gave demonstrations on value of music in the school and folk dancing.

Visits were made to neighbouring farms to inspect the apiaries, etc., to the Hospital for the Insane, and to the various schools of the district where school-gardens and school-ground improvement work were being successfully carried on. These latter excursions afforded the teachers who took advantage of them an opportunity to see what was being done along this line by other schools. If more teachers would make a point to visit other schools carrying on similar work more interest might be given to this side of the agricultural teaching. Too often they are satisfied to carry on the work without reference to any other locality.

Over one hundred teachers in attendance took advantage of an excursion to the O. A. College, Guelph. They were met at the station by representatives from the Summer School at the O.A.C., with special cars, and conducted to the College where a splendid programme of sight-seeing trips about the farm and sports was enjoyed. The day closed with a large picnic on the lawn.

As in the previous year, the teachers applied themselves most diligently and took an active part in all work, whether it was in class-room, garden or campus.



## THE SUMMER SCHOOL IN AGRICULTURE, MONTEITH

(By H. E. Ricker)

As it was found that few of the teachers of Northern Ontario were attending the Summer Schools at Guelph or Whitby, the Department thought that if a Course were held at some place in the north many more of these teachers might take advantage of the opportunity of becoming qualified in Elementary Agriculture. With this in view, letters were sent to the teachers concerned asking them if they would attend a course at Monteith if one were established. Over sixty intimated their intention of attending, and these submitted the names of about thirty others who, they thought, might be interested.

Accordingly arrangements were made to conduct a School at the Monteith Demonstration Farm of the Department of Agriculture, using the "College" built for soldiers' re-establishment work of the Ontario Government. This location was particularly suitable, as the whole of the resources of the farm were available for practical work, and the "College" for lectures and laboratory work, and as a residence.

The staff and subjects taught were as follows:—

H. E. Ricker, M.A., Science Master of the Normal School at North Bay. Mr. Ricker was Principal and taught the Horticulture, Soils, Weather, and Methods.

Miss I. E. Dobbie, Principal of the Continuation Class at New Liskeard. Miss Dobie taught the Dairying, Poultry-raising, and Floriculture, and had oversight of the accommodation for the students.

Mr. F. E. Foulds, B.Sc.Agr., Science Master at the Collegiate Institute, Clinton. Mr. Foulds took charge of the Botany and Entomology, and shared with Mr. Ricker the School Garden work and Games.

Mr. L. H. Hanlan, Superintendent of the Demonstration Farm, Monteith. Mr. Hanlan taught the Field and Animal Husbandry, and assumed the general management of the grounds and building, the hiring of the necessary helpers, the purchase of supplies and other such matters, contributing much to the successful carrying on of the Course.

The attendance was smaller than anticipated. The Department decided that owing to the nature of the accommodation it would be unwise to admit male students, and this doubtless helped to lessen the number, but just why so many failed to come whose names were on the tentative list has not been explained. The enrolment was twenty-three, the students coming from widely separated places: from Rainy River District, Port Arthur, Sault Ste. Marie, Manitoulin Island, North Bay, and many intervening points on the C.P.R., and along the G.T.R. and T. & N. O. lines from Barrie to Porcupine.

It is hoped that this year's class will be missionaries, and bring back with them in 1921, so many students as to tax the capacity of the building.

### Accommodation

Three of the staff and all of the teachers-in-training were lodged and boarded in the building erected on the Demonstration Farm and formerly used in connection with the Soldiers' Re-establishment Work of the Ontario Government.

Two large dormitories accommodated the students, each dormitory being divided, by means of curtains, into compartments containing about three beds each.

The meals were taken in a large, bright, airy dining-hall, and the food provided was excellent in quality and variety and was well prepared and served.

Another large room was set aside for reading and recreation, and was provided with a piano, victrola, cases of books, and other equipment. This room also had a fine large fireplace, which was lighted on cool mornings or evenings, and added to the cheer and comfort of the students. On occasion, the teaching was done in this room, though there was also a regular class-room on the second floor, and a laboratory in the basement.

#### The Course

The subjects of the Course (Part I Elementary) were exactly the same as those of the same Course given in Guelph and Whitby. The details varied, however, to suit the locality and needs of the north country.

In Field Husbandry, the instructor gave a lecture and demonstration on land clearing and the ways of making early use of the new land. The class was taken out to an uncleared portion of the farm, and shown how it is logged, how stumps are blown out, pulled and piled for burning, and the land made ready for the plow. Then the tractor and disc harrows were put on a newly-plowed portion, and each student had an opportunity of guiding the implement around the field. Part of this land was later used for the school garden.

Throughout the Course, whenever it was possible, the students were taken to see the operation of the farm machinery and often given a chance to take a part in using it.

In Animal Husbandry, the emphasis was laid upon the study of Clydesdale horses, Milking Shorthorn cattle, Shropshire sheep, and Yorkshire swine. The farm had excellent pure-bred specimens of these various breeds.

The whole of the work was made as practical as possible. Each student made the Babcock test for butter fat, trimmed tomato plants, planted and cared for a garden, collected insects, weeds, and weed seeds for study, recorded weather observations, performed experiments with soils and did other work in laboratory and field.

In connection with the study of poultry four incubators of different kinds were used, and each student took a part in caring for them, and for the eggs during incubation. More than 200 chicks were hatched, of Barred Rock and White Leghorn breeds.

#### School Garden and Experimental Plots

One of the most striking illustrations of the rapidity with which land can be put into use was afforded in connection with the School Garden. In order to secure soil that could be easily worked, no matter what the weather, it was necessary to clear a sandy part of the farm, some little distance from the school.

This land was in the rough on June 1st, but, by the time the class arrived in July, it had been cleared, plowed, and rolled, and, on the third day of the Course, the class took part in discing it with the tractor. Early the second week the students completed the preparation of the garden plots and planted the usual garden seeds, and, later, planted potatoes and transplanted cabbage, tomatoes, and cauliflower, which were ready in hotbeds. Several days before the close of the session, the students had radishes and onions for their table, from their own plots, and much material was ready for the use of the Domestic Science students in August. At no time during the course were the gardens watered.

The experimental plots of the farm were easily accessible for observation by the students, and many useful and interesting facts learned from them. In particular, they observed experiments on the choice of varieties of grains and legumes, with regard to earliness of ripening, silage crops, especially sunflowers, to take the place of corn, and on the possibilities of profitable flax-growing.

#### Pathescope

The Department of Agriculture kindly loaned a Pathescope, and the Ontario Motion Picture Bureau provided films, so that, whenever desired, it was possible to have an evening of enjoyment and instruction.

The films usually either illustrated agricultural operations or showed beauty spots in various parts of Ontario. Some of the titles of films used were:

The Dairy Cow, The Beef Breeds, The Draft Horse, O.A.C. 72 Oats, Babcock Test, Seed Testing, Butter Making in New Ontario, Stumping in New Ontario, Paper Making, Forest Protection, Beauty Spots in North Ontario, Temagami, Glens of Elora, Where Rail and Water Meet.

On two evenings, July 9th and August 4th, the students, aided by Mrs. Foulds, gave short musical and literary programmes.

#### Outside Trips

Two special excursions were taken on the Saturdays of the Course. On July 17th the school and some friends went to Englehart to visit the greenhouse and grounds maintained by the T. & N. O. Railway in connection with their work of beautifying stations.

Here the students learned practically what plants are most useful for out-of-door decoration, how to make a new lawn, a perennial border, and how to propagate the plants used.

Mr. Kerrigan, who has charge of this work, gave an excellent talk and demonstration of methods of care and cultivation. Through his kindness, the class was allowed the use of the lawn and grounds when serving lunch, and later, Mr. Kerrigan, who is an expert photographer, took an excellent picture of the company.

On July 31st a trip was taken to Iroquois Falls to visit the Abitibi Power Company's pulp and paper works. The Company furnished guides who showed the class in groups through the plant, demonstrating the whole process of the manufacture of paper from the time the logs enter the mill until they are turned into rolls of newsprint, ready to be shipped. After this, the Company's landscape gardener conducted the class through the town, showing the work of beautification in progress.

#### Sports and Games

Owing to the small size of the class and the fact that the campus was not in the best of condition, not so much could be done in this work as was planned. However, provision was made for playground ball, volley ball and many indoor games, and much enjoyment and profit was gained. Mr. Allan, the T. & N. O. Agent, kindly placed his tennis court at the disposal of the class, and many took advantage of his generosity. A tournament was begun, but, on account of unfavourable weather and stress of work at the end of the Course, it was not completed.



#### The Sunday Services

On three of the four Sundays of the session, chapel services were held in the school in the afternoon.

The speakers were Prof. John Sharp, of New Liskeard, formerly on the Staff of Queen's Theological College, Rev. Archdeacon Woodall, of Porquis Junction, who for years was engaged in missionary work in the James Bay region, and Mr. Raynor of the Seed Branch, Ottawa.

These men all brought inspiring messages. It was expected that Dr. J. B. MacDougall, Assistant Provincial Public School Inspector, would conduct the service on the fourth Sunday, but he found it impossible to be present.

#### Visitors

On several occasions visitors came to the school. Dr. MacDougall and Dr. Waugh spent the afternoon of July 11th with us, renewing many acquaintances and looking over the school and grounds.

On July 14th and 15th, Dr. Dandeno, Inspector of Elementary Agricultural Classes, paid an official visit, inspected the work and addressed the students.

On Monday, July 19th, Miss McKee, representing the Columbia Grafonola, gave a demonstration of the use of the Grafonola in school work.

On Friday, July 23rd, Mr. Lockett, of the Normal School, North Bay, and Mr. Raynor, of the Seed Branch of the Department of Agriculture, Ottawa, arrived. Mr. Raynor spoke to the students on Saturday on the Weed Seed Act, its value and enforcement.

The Hon. B. Bowman, Minister of Lands and Forests, called at the school for a short time on the morning of Saturday, July 24th. As he was personally acquainted with several of the students, who were from his constituency of Manitoulin, his call was particularly appreciated.

On the last day of the Course, which was also Demonstration Day at the Farm, there were many visitors, chief among them being Premier Drury and the Hon. Mr. Doherty, Minister of Agriculture. These and others spoke to the assembled audience in the afternoon.

## APPENDIX G

## ANNUAL REPORT OF THE INSPECTOR OF PUBLIC LIBRARIES

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

Sir,—I have the honour to submit the following report of your Public Libraries Branch for the year 1920, and the statistics, etc., of the Public Libraries of the Province for 1919; also a statement of the grants paid in 1920 to Public Libraries, and to Historical, Literary, and Scientific Societies.

## Summary

The most progressive step in the last forty years of library history in Ontario was made when the Legislature by a unanimous vote passed the Public Libraries Act of 1920 as presented by the Minister of Education. For the first time every community from the smallest to the largest was placed in a position to furnish itself with reasonably adequate free public library service. The Act provides for library maintenance on a sound, logical basis. Ontario is now provided with the necessary legal requirements for the development of a public library system worthy of taking its place as an important part of its educational system. The Minister has received the encomiums of leading library authorities, and the library and the daily press. No adverse comment has been heard; all who have considered the new Act commend the new principles adopted and approve of the details. The new Act contains all the requirements of a good library law to meet the problem in Ontario under existing conditions. We have reason to expect notable advancement throughout the Province. Comment on library legislation and the Act follows the summary paragraphs.

2. A full series of public library institutes was held.
3. A successful training school for librarianship was held.
4. Ten public libraries were established and two association libraries became free public libraries.
5. General progress in the libraries as a whole has been encouraging and all that could be expected under existing conditions.
6. The increase in book circulation was 900,000.
7. Expenditure on books was \$48,000 greater than for the previous year—an increase of 68 per cent. The libraries had been under-expending on books for several years, and the increase is a matter of congratulation. The Public Libraries Branch had been urging more generous purchases of books, and the importance of book expenditure in its relation to adequate library service and the securing of increased library patronage was emphasized repeatedly in the *Ontario Library Review*.
8. The circulation of travelling libraries held its own. There is a great field for the development of this work, but inadequate accommodation renders further progress impossible.
9. A pamphlet "Reference Work and Reference Works" was published by the Public Libraries Branch, and the *Ontario Library Review* appeared each quarter.

### The Public Libraries Act of 1920

In the revised Public Libraries Act of 1920 we have a statute that provides for vastly improved conditions for the public library system of the Province. Opportunity is now offered for the establishment of free libraries in rural districts as well as in places that have had the right for many years. Provision for free public library income is placed on a sound service basis that sets a new principle in library legislation. The association public library is continued chiefly as a means of providing for library service in communities where only a minority is in favour of free library privileges.

The Minister of Education is given greater powers than formerly for encouraging libraries and for assisting in the development of a worthy library system.

Many minor provisions have been made in the new Act in order to overcome difficulties that were encountered in the working of the former Act.

#### History

Although the earliest library in what is now Ontario was organized at Niagara in the year 1800, and aid was given to six or more mechanics' institutes by special Acts from 1835 to 1851, it was in the latter year, 1851, that the first Act was passed for the establishment and maintenance of library associations and mechanics' institutes. The Act passed through various changes, and in the year 1882 the Free Libraries' Act was passed. While provision was made for the establishment and maintenance of free libraries, the law respecting mechanics' institutes remained in force. Mechanics' institutes for many years gradually gave place to free libraries, but the former always were in the majority in number, and their successors, the association libraries, are still. Cities, towns, and incorporated villages were the only communities that could establish free public libraries from 1882 to 1898; in the latter year the privilege was extended to police villages, in 1916 a township clause was added to the Act, and in 1920 provision was made for the establishment of free public libraries in school sections.

The consent of the electorate has been a requirement of free public library establishment. From 1895 to 1909 a form of free public library could be established by means of a council passing a by-law to take over a mechanics' institute as a free public library; no public libraries' tax could be levied for a library established in this way. A number of free public libraries of this type came into being by reason of this special part in the Act during the fourteen years that it was in force. They proved to be very unsatisfactory by reason of not having an assured income. The Revised and Consolidated Act of 1909 placed these libraries under Part I of the Act, which gave them all the rights and privileges of free public libraries; this was the only practical means of ensuring their lives.

Free public library boards, from the time of the passing of the first Act, have been composed of the mayor or reeve, three members to be appointed by the municipal council, three by the board of education or public school board, and two by the separate school board where there was one. The system has been in every way satisfactory to all concerned, and the same board is provided for in the Act of 1920.

The public library rate provided in the original Act was one-half mill on the taxable assessment of the community to be served. In 1892 an amendment was passed, which reduced the rate to one-quarter mill for cities with more than 100,000 population. In 1903 an amendment made the rate for cities of more than 100,000, one-quarter mill exclusive of debt charges. At a later date a council was given power to increase the one-half mill rate, but not beyond three-quarters of a



mill, but a two-thirds vote of all the members of the council was required to make the increase. The amendments of 1919 gave councils the power, on a majority vote, to increase the one-half mill rate up to one mill, and in cities of over 100,000 a council was empowered to levy a rate of more than one-quarter mill exclusive of debt charges, to a rate not to exceed one-half mill. When the original Act was passed, and for some years afterwards, there was no clear idea concerning full and adequate library service to a community. Public library service was a new thing. Public demand could only be guessed at, and the idea of reaching all possible patrons through aggressive methods had not yet become the aim of library promoters. Years of experience have taught library workers that every library should be so organized and maintained as to enable it to give all possible patrons full and adequate library service of the right kind. The possibilities of the public library as a public utility are much greater than the early promoters dreamed of.

A limited rate is a good principle if rightly fixed. Library boards have not increased, nor have they been able to increase their rate since 1882, whereas all other public boards have increased their rates tremendously. Library boards have been the most economical of all boards; even though their economy was enforced, they are entitled to credit for all they have done on decidedly slender incomes. The public library rate was found satisfactory in the few places where the assessments were comparatively high, but the great majority of libraries (approximately 95 per cent.) were nearly starved from the beginning, and were never in a position to serve their communities; low assessment bases were the cause. The new rate is based on a service standard.

The association library is the successor of the mechanics' institute. The name mechanics' institute was used until the Revised Act of 1895 was passed, when the term "public library" was adopted for both free libraries and association libraries. The history of this type of institution, in as far as legislation is concerned, is chiefly made up of the various methods that have been in use for the payment of cash grants. The association libraries as a class have not progressed. There have always been a few excellent libraries of this kind, but the great majority have been below a reasonable standard. The success of these institutions depends entirely on the interest of a few enthusiastic volunteer workers. They have no permanent source of income, being maintained through membership fees, government grants, municipal grants, and through sums of money raised by means of entertainments. There seems to be no form of legislation that can ensure a good standard for maintenance of this type of library. The legislature was exceptionally generous many years ago in its grants, and the result was that these libraries did much less for themselves, and their funds were not wisely expended. As a library of this kind belongs to an association, a tax cannot be claimed, and at its best it must depend upon the enthusiasm of one or more leaders. The real office of the association library is to give library service where the majority are not in favour of a free public library.

The Public Libraries Acts, from the beginning up to the present, have given the government wide powers for encouraging library progress. No legislature in the world has been more generous with its public libraries. Cash grants have been given from the beginning. At one time as much as \$400 was given to a single library. That amount was found to do more harm than good. For the last several years the maximum grant has been \$260. Fifty per cent. has been allowed (conditionally) on book purchases up to a maximum grant of \$200. A fifty per cent. grant has been given on periodicals to a maximum of \$50. A further grant has

been given for a reading room to a maximum of \$10. Further grants have been provided; \$5 for a library that has an income of less than \$25; \$10 for an income of more than \$25 and less than \$100; \$15 when it exceeds \$100 and is less than \$200; and \$20 when the income is over \$200 and less than \$500. Grants have always been a source of strength to the smaller libraries. The Government has possibly erred on the generous side by giving its grant without taking into consideration the merits of book selection. Our libraries, as a whole, would be in a much better condition to-day if grants on books had been given on approved selections only. For a long time grants have been made through provisions specified in the Act, which has made it difficult to deal with several problems. The Act of 1920 provides that grants shall be made through regulations.

Our Act has provided the Minister in charge with other privileges for assisting libraries. The first provided for library visits, later the maintenance of travelling libraries was included. For the last twelve years provision has been made for the conducting of library institutes and for sending an instructor to libraries, and since 1911, for the maintaining of a library school. The new Act has added much wider powers.

In thirty-eight years of experience in dealing with free public libraries, and sixty-nine years with association libraries much has been learned, and the new Act is based on a careful study of the history and present conditions of the libraries of Ontario, of other provinces and other countries.

#### The New Act

The new Act is in three parts. Part I applies to free public libraries; part II to association libraries; part III contains general provisions dealing chiefly with the powers and privileges granted to the Minister of Education for dealing with public libraries; provisions for regulations are also made in part III.

#### Free Public Libraries

A free public library, according to the statute, is essentially the property of the electors of the municipality or other community in which the library is situated. It is legally qualified to support by tax-levy, and is under the management of a board appointed to serve on behalf of the electors.

The Act provides for the establishment of a free public library in a city, town, village, township, or school section. For all but the latter community the Act provides that a by-law for the establishment of a public library shall be approved by the electors. In a school section, a petition signed by a majority of the school supporters is required.

We have not yet arrived at the time when the public library is generally acknowledged to be a public necessity. There are many who think it is. All, however, will agree that it is a great public benefit. It needs the good-will of the people, and, on merit, should win its way sufficiently into public favour to receive the votes of the majority of ratepayers. The day will probably come when the public library will, by general consent, become one of the necessary institutions for the people.

This part provides also for the union of one or more libraries for public library purposes, and for one board to make a contract with another board for library service.

Free public library boards in cities, towns and villages are to be composed of the mayor, or reeve, as the case may be, and three members to be appointed by the council, three by the public school board, or board of education, and two by the separate school board, if any.

In police villages, a board shall be composed of the chairman of the board of police trustees, and two persons appointed by the police trustees, two persons appointed by the board of the school section, or each of the school sections comprised in, or forming part of the police village, and two persons appointed by the separate school board, if any, having jurisdiction in the police village. Township boards shall be composed of the reeve, and four members appointed by the township council, one of whom shall be a separate school supporter if there is a separate school in the township. Boards in school sections shall be composed of five persons, all of whom shall be appointed by the public school trustees where there is no separate school, and where there is a separate school three members shall be appointed by the public school trustees, and two by the separate school trustees.

Union library boards are also provided for. Length of terms for members in the various kinds of communities and times for appointment are provided.

Vacancies and disqualification, organization, meetings and records of the board are dealt with. Other provisions deal with limitation in capital expenditure from current revenue; purchase and ownership of property; branches, distributing stations, special features; that books and other necessities shall be purchased; appointment of officers; power for making rules; recovery of value of lost and damaged articles; the right to close a library for a limited period; conditions under which a building may be used for special purposes; the submitting of estimates; borrowing on debentures; gifts and special grants by councils; libraries to be free; free access to books to be given, except when the Minister approves of all or part of a collection being kept otherwise; age limit not permitted; agreement for service to non-residents; and for public libraries heretofore established to come under the provisions of the new Act.

#### The Public Library Rate

"The municipal council of a city, town, village or township, the council of the township or the councils of the townships in which a police village or school section is situate, or the trustees of a school section if the section is not situate in an organized township, in addition to all other rates and assessments levied and assessed, shall levy and assess in each year a special rate to be called "The Public Library Rate" sufficient to provide the amount estimated by the board as hereinbefore provided, but such rate shall not exceed a rate on the dollar of taxable assessment that will yield more than fifty cents per capita of population of the municipality, police village or school section, as shown in the latest revised assessment roll, but by a vote of the majority of the council or board present and voting thereon, such rate may be increased to an amount to yield not more than seventy-five cents per capita of the population.

"Notwithstanding anything in this section the council of any municipality that prior to the first day of January, 1917, in any way whatsoever entered into any contract with any person, persons or corporation to expend annually not less than a stated sum for public library maintenance, by reason of receiving a gift, may levy and assess each year a public library rate sufficient to provide a sum to carry out the terms of the contract entered into."



The library rate was originally fixed at a fraction of a mill on the dollar of taxable assessment. The variations in per capita assessment throughout the Province are very great, and as libraries serve people and not property, the cost of service, if based logically and on the best principle, should be according to population. The per capita library income that obtained recently under the old Act varied from twelve cents to sixty cents per capita. The rate-clause in the new Act is the adoption of a new principle. It should meet the library problem, and is in every sense fair to the libraries and their supporters. The new Act gives all communities, regardless of size, equal opportunities. Very small communities might require a higher rate than would be required in larger places. At present, however, the smaller communities are such a long way from enjoying privileges like those granted in the new Act that it is likely to be several years before they would be ready to make use of a higher rate. All libraries will not use the rate-clause to its full extent for some time at least, but the privilege is given to all for securing good library service.

After a careful study of the whole situation, the Department of Education was convinced that fifty cents per capita furnished a reasonably good income for a public library for ordinary expenditure to an extent that adequate service of the right kind could be given to the public. There will probably be some instances where library patronage will reach an extraordinarily high standard. In such cases a higher rate than fifty cents might be required. Very large patronage should serve as an indication that public opinion is strongly behind a library, and no council would be likely to refuse an increased rate when public opinion is strongly in favour of the library.

#### Public Library Associations

Part II of the Act deals exclusively with public library associations. This type of library is the successor to the old mechanics' institute.

The law governing the establishment of new libraries of this type requires that ten or more persons, being British subjects and not less than 21 years of age, shall sign a declaration on forms obtained from the Minister; one copy to be filed with an affidavit of due execution with the Registrar of Deeds, and one copy bearing certificate of registration to be transmitted to the Minister.

The new Act specifically states that the membership of associations shall be composed of individuals and not families or other groups of persons. A register must be kept showing the date of expiration of each membership and records of fees paid, and in the register it shall be indicated as to which persons are 21 years of age or over. Library associations should make particular note of this new provision. A library association is a body corporate, and is qualified to own property and the necessary requirements for a library. It is quite obvious that members of such a corporation can not be families. Unfortunately there has been too much looseness on the part of our associations and in many cases it has led to difficulties. All members of a library association board must be British subjects, and the full age of 21 years. All persons over 15 years of age shall be granted membership on the payment of a uniform fee.

The composition of the board has not been changed. The third Monday in January is specified as the time for holding the annual meeting. Special provision has been made for filling vacancies on the board. Better clauses are inserted for the purpose of governing dissolution. The changes in this part of the Act are of a minor character, but they will tend to overcome many of the difficulties that have been met in the working of the old Act.

### General Provisions

Part III of the Act contains general provisions: The powers for making regulations are stated (a) for the appointment and distribution of grants, (b) for the establishment, organization, etc., and rules of public libraries, (c) for the establishment, organization, etc., of library schools and examinations of students and for the issuance of certificates, (d) governing the qualifications of librarians and assistants and library clerks, (e) for conducting examinations and practical tests, (f) for granting certificates, (g and h) for the acceptance of courses and examinations and cancellation of certificates, (i) for the appointment of an examination board, (j) for the travelling libraries, (k) for the management of library institutes.

It should be pointed out here that Regulations are passed by the Lieutenant-Governor in Council under authority of an Act or Acts of the Legislature, and are intended to deal with matters of detail that can be treated more satisfactorily in regulations than in statutes. The new Act provides for the passing of regulations at such times as the Government may consider it expedient to place them in force.

### Grants

The former Acts specified the bases upon which grants were to be paid. The new Act calls for grants to be paid by Regulation. This will be a better method for the reason that regulations can enter into greater detail and can be changed to meet conditions as they may arise. It is probable that grants paid in the year 1921, which libraries are qualifying for this year, will be practically on the same basis as was used to govern grants during the last few years.

### Service to Libraries

This part of the Act provides for special methods by which the Minister of Education may assist the library movement. Greater scope is permitted for the promoting of travelling libraries. The Minister is given power to maintain a bureau of home study which may compile reading lists, bibliographies and instruction for study and practice. Powers for developing a school or schools for the training of librarians have been widened somewhat.

Provision for the establishment of county systems would have expressed the ideal for service for villages and rural districts, but such legislation would be merely ornamental for a few years at least. The new Act is for practical purposes.

### Resolutions and Personal Comments on the Act

Resolution passed by the Ottawa Public Library Board:

"That the Board of the Ottawa Public Library wishes to express its profound gratification at the more liberal provision for the support of Public Libraries, provided for by the Revised Public Libraries Act.

"Moreover, it wishes to express strong approval of the library income being based upon the per capita instead of an assessment basis.

"In general the Board wishes to express its opinion that this Act is a piece of sound and progressive legislation."

Resolution of the Public Library Board of Toronto:

Moved by Mr. N. B. Gash, K.C., seconded by Mr. John Turnbull, and resolved:

"That the Toronto Public Library Board desires hereby to record its hearty approval of the Public Libraries Act as revised and passed at the last session of the Legislative Assembly, and the changes and improvements incorporated therein, and especially the provision for a per capita basis of library rates and the removal of impracticable restrictions on the operations of large libraries.

"And this Board affirms its opinion that the new and revised Act is a distinct improvement in Public Library legislation and will result in the extension of Public Library facilities throughout the Province and enable Library Boards to carry on their work more efficiently and with greater satisfaction to the public whom they serve.

"The Board further desires respectfully to commend the energy, thoroughness and ability displayed by the Minister and the Inspector of Public Libraries in the framing and passage of this Act.

"Passed at the Toronto Public Library Board meeting, October 8th, 1920."

T. W. BANTON,  
*Chairman.*

E. S. CASWELL,  
*Secretary.*

At a meeting of the London Public Library Board, held on June 3rd, the following resolution was unanimously carried:

"That the members of the London Public Library Board place on record their appreciation of the interest shown by the Minister of Education in the public library work of the Province, as evidenced in the very progressive legislation enacted at the recent session of the Ontario Legislature.

"The more generous provision made for the support of the public libraries will permit an expansion of the work and enable the libraries to serve a larger public and serve them better. We believe the new legislation will give decided stimulus to public library work in Ontario, not alone in the cities and towns, where it has already been well established, but in the rural districts as well where the need of such provision has been much emphasized of late years.

"It was directed that a copy of this resolution should be sent to the Minister of Education and to the Inspector of Public Libraries for the Province."

FRED. LONDON,  
*Librarian and Secretary.*

Resolution passed at Ottawa by the Eastern Library Institute, and transmitted to the Minister:

"It affords me much pleasure to transmit to you the following motion passed at the meeting of the Eastern Ontario Library Institute recently held in Ottawa:

"That this Eastern Ontario Library Institute wishes to express its approval of the progressive legislation of the new Public Libraries Act of 1920, and in particular of its adoption of the 'per capita' idea as related to library income, and wishes to couple with this motion the names of the Hon. R. H. Grant and of the Provincial Inspector of Public Libraries, Mr. W. O. Carson."

W. J. SYKES,  
*Librarian.*

From the American Library Association:

"The American Library Association in conference at Colorado Springs, on Thursday morning, June 3rd, instructed the Secretary to convey to the Department of Education congratulations upon the passage of the new library law by the Ontario Legislature. The new rate clause will give the impetus to library work which will make Ontario very proud."

S. C. BOGLE,  
*Assistant Secretary.*

From Mr. Braid, Secretary and Trustee of the Windsor Public Library to the Inspector of Public Libraries:

"I have gone over the new Public Libraries Act at leisure, and have to congratulate you on the many important improvements in the same. . . . Some days ago I wrote to the Minister of Education thanking him as an old library trustee for putting the bill through the Legislature. . . . The new basis of library rate is a great advance on the old basis . . . a per capita is far better than a rate based on the assessment . . ."

From Mr. James Bertram, Secretary, Carnegie Corporation, New York:

"Your point appears well taken that as libraries serve people and not property, the tax for support should be on a per capita basis . . ."



## Press Comment on the Act

"The Library in the Foreground. One of the most important pieces of legislation of the session of the Ontario Legislature for 1920 is the new Public Libraries Act. The Act is a comprehensive statute of eighty-seven sections, which not only consolidates and amends the former Public Libraries Act, but introduces new features which are noteworthy, and in some cases radical. The most far-reaching clause is number 39, which changes the public library rate from a half-mill on the assessment to a per capita rate of fifty cents. This applies to every municipality in the Province (with a free library), and means the difference between genteel poverty and a decent income. . . . Altogether it may be said that the Public Libraries Act is the most completely thought-out and most advanced library statute in the world. The only library law that can be compared with it is the Library Act of 1919 of the new Czecho-Slovakian Republic. The Minister of Education and his Superintendent of Public Libraries are entitled to high commendation for this advanced legislation."—Dr. E. A. Hardy, in *The Globe*, June 5th, 1920.

"The Ontario Legislature at the final sitting to-day passed a bill providing for the maintenance of public libraries, which is declared by Dr. E. A. Hardy, Secretary of the O.L.A., to be 'in many respects the most advanced library law in the world.' The present law calls for  $\frac{1}{2}$  mill for cities under 100,000 population, and  $\frac{1}{4}$  mill for greater populations.

"The bill provides that the public library of a community shall be supported at the rate of 50 cents per head of population. In other words, in a city of 100,000 people, the City Council will levy \$50,000 to support adequately the institution known as the public library. In its financial provision, Dr. Hardy says the Act is 'miles ahead of anything else on the continent.'"—*Ottawa Evening Journal*, May 29th, 1920.

"Only in backward and unprogressive communities will objection be taken to the bill passed at the closing session of the Legislature. . . . Free libraries have been rightly called poor men's universities, and they well deserve the name. Many lads have found them of infinite service. . . . The increased support for public libraries that may be secured by the new Act should stimulate those entrusted with their administration toward the adoption of intelligent and helpful plans that will promote a higher ideal of citizenship."—From an editorial in the *Ontario Reformer*, Oshawa, June 10th, 1920.

"A bill which Dr. Locke, Chief Librarian in Toronto, says represents the greatest forward step in public library development on this continent, passed the Legislature yesterday.

"Dr. Locke was particularly well pleased with the bill, and was generous in his praise of Hon. R. H. Grant, Minister of Education, for fathering such a measure through the Legislature. 'The Minister of Education and the Inspector of Public Libraries have recognized that the public libraries are an essential part of the public education.'

"To one who knows anything about municipal matters, it must be obvious that the assessment rate is one of the most uneven things on which to base the grant. Nothing would look more like a saw-backed fever chart than to show the rise and fall and relative unevenness of the way which assessments are levied in the towns of our Province. Here the public libraries were supported by a grant of from anywhere from one-quarter to three-quarters of a mill. Now it has been recognized for the first time in the history of libraries in any official Governmental way that libraries serve people, and that, therefore, the basis of the support should be the population."—*The Globe*, May 29th, 1920.

"Education received a fair share of the new legislation, and under this head the new Public Libraries Act occupies a foremost place. For it the Minister of Education, Hon. R. H. Grant, is responsible. The new Act is one of the most workable and logical pieces of legislation in the matter of libraries in any Province, probably in any of the States of the Union."—Extract from an editorial in the *Collingwood Bulletin*.

"The Province of Ontario has long been noted for its progressive policy in regard to the assistance of the Provincial Government towards the development of public libraries. But the Government has far outdone itself this year in the new bill which has just passed the Legislature. Up to this time the financial support of public libraries has been provided by a municipal levy of one-fourth to one-half a mill on the assessed valuation of the property, real and personal, of any municipality. This was found to be not only inadequate but unequal, for the system of assessment differed so widely that some libraries were starved. When, for instance, a municipality had low assessment, but high tax rate, there was small chance for the public library. Now this

has been changed by having the support based upon the amount of service necessary. In other words, the public library is supposed to serve people, and therefore the fair basis of support is a per capita estimate. . . .

"Altogether it is a wonderful step forward, and library work is placed in a position of dignity that already has enabled librarians to demand—and receive—from the municipalities, remuneration for library work which will be more consistent with that dignity.

"This legislation was put through during an exceedingly busy session by a new Government—what is known as the Farmer-Labour Government—and is an indication of the attitude of these parties towards public education. Hon. Mr. Grant, the Minister of Education, who sponsored the bill, is a farmer who believes that an opportunity for self-education should be extended to the rural districts. He recognizes that a public library is a public educational institution and should be supported with the same interest and to the same extent as the public schools of the community. And with the increased amount available for maintenance by reason of this Act, it will be possible to place the librarian on an equality, so far as salary is concerned, with the teacher, as she will be a graduate of a training school whose standard of admission is similar to that of the Normal School where the teacher receives her training."—*Toronto Public Library Bulletin*.

"In all respects the new Act will be more practical in its workings, and it is stated that there is no better Libraries Act anywhere. . . . The Act is designed particularly to give an impetus to the free library movement in the rural districts and in the small places where libraries are so much needed."—*London Free Press*.

"The Legislature passed the new Public Libraries Act which is designed to give a big stimulus to the library movement in the rural districts and smaller places in Ontario and also to provide a more just and adequate support for the libraries of the Province generally. . . . Hon. R. H. Grant has been warmly supporting the measure, which is commended by the leading educational authorities of the Province as likely to bring good results, in the rural field particularly."—*London Advertiser*.

"According to the provisions of the Public Libraries Act, which received its third reading in the Legislature yesterday, the small communities and rural districts which have been at a disadvantage in the past, have now been provided for. A school section may now establish a free public library, and a more adequate rate has made possible the converting of many association libraries in small places into free libraries. A feature of the Act is placing the library rate on practically a per capita basis. Formerly the rate was levied on the regular assessment. Dr. Locke, chief librarian, stated yesterday that the new Act is the best on the continent."—*Mail and Empire*, May 29th, 1920.

"Important step in library work. Drury Government recognizes it is essential part of education. One of the most important steps in public library development was taken by the Legislature yesterday, when it passed a bill which provides that the public library of a community shall be supported at the rate of fifty cents per head of the population. In other words, in a city of 100,000 people, the city council will levy \$50,000, as a rate necessary to support adequately the institution known as the public library. No matter what bill the present Government passes it is not likely that any will provoke as favourable comment as this action in regard to public libraries. It will be very interesting to watch the press of the United States and the men in that country who are interested in the attitude of a Farmer-Labour Government towards education."—*Toronto World*.

### Six Library Institutes Held

The institutes were held in October and November. The interest in the subjects discussed and in the special addresses was all that could be desired. We have good reason to expect that the meetings will produce good results as well as enliven interest and stimulate enthusiasm. The attendance on the whole was good but hardly equal to expectations.

The places and dates of the meetings were Brantford, October 21st; North Bay, October 27th; London, November 11th; Ottawa, November 26th; Fort William, November 26th.

The series was under the direction of the Inspector of Public Libraries, who took personal charge of the afternoon meetings with the exception of the one at Fort William where Miss M. J. L. Black, Librarian of the Fort William Public Library, acted on behalf of the Department.

The main theme of the afternoon round-table was "Adequate Maintenance for Public Libraries," the object being to show the relationship of the budget to adequate library service of the right kind. Special afternoon and evening addresses were given at all the meetings.

Institutes are not without their value, but I do not recommend that full series be held annually while the present high cost of travelling and hotel accommodation continues. \$2,200 has been the regular yearly estimate for institutes and represents their outside value, and this phase of our work should be limited and kept within the usual total cost.

#### **Training School for Librarianship**

The school was conducted along similar lines to that of the course of 1919, except that it was a single short course of three months, whereas the previous school was arranged to give in the first month a "small libraries" course complete in itself. The Inspector of Public Libraries served as director of the school, and Miss Dorothy A. Thompson, of the Public Libraries Branch, presided over the class. Forty-one students attended, thirty-seven of whom belonged to Ontario, one to each of the provinces—New Brunswick, Nova Scotia and Prince Edward Island, and one from the West China Union University, Chengtu, West China. Five of the students were especially interested in college and university library work and the remainder in public library service. The same competent instructors who have acted since 1916 composed the regular staff of instructors. The addresses of several special lecturers added materially to the interest of the students and contributed toward giving them a larger vision of the library world. We are again indebted to the Toronto Public Library Board, Mr. George H. Locke, Chief Librarian, and members of the staff for co-operation in library school work.

#### **Special Associations**

Grants have been paid to the Frontier College, the Canadian National Library for the Blind, and the Ontario Library Association. The three institutions are doing good work.

#### **Statistics**

I present on pages 274-281 a statement of the statistics of the Public Libraries of the Province, and a statement of the grants paid to Historical, Literary, and Scientific Institutions.

I have the honour to be, Sir,

Your obedient servant,

W. O. CARSON,  
*Inspector of Public Libraries.*

Toronto, January 26th, 1921.



## APPENDIX H

### REPORT OF THE INSPECTOR OF AUXILIARY CLASSES

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit for your consideration the following report on Auxiliary Classes.

I have the honour to be, Sir,

Your obedient servant,

S. B. SINCLAIR.

Toronto, January 4th, 1921.

The purpose of Auxiliary Classes is to help abnormal pupils by placing them in a separate classroom under a specially trained teacher, and with a course of study and school equipment adapted to their special needs.

The Ontario Auxiliary Classes Act provides for Advancement, Promotion, English, Disciplinary, Open Air, Hospital, Sanatorium, Ambulance, Speech, Myopia, Lip-Reading, Institution, Special, and Training Classes.

In July, 1920, there were seventeen such classes in Ontario (of which thirteen were in Toronto) that were eligible for the Government grant. There were some fifty other classes, which in a sense might be considered Auxiliary Classes.

Thirty years of research and experimentation have demonstrated that the Auxiliary Class is an essential factor in any well organized school system, and, everywhere, arrangements are being made to provide for such classes. The most obvious and pressing need is for the care of mentally subnormal children. There are over 250 such classes in New York City alone.

Subnormal children are those whose intelligence is below that of ordinary children of the same age. For example, a child of twelve years of age may have only the intelligence of an ordinary child of six years. Under such circumstances his intelligence quotient is said to be 6-12 or 50 per cent. Similarly if at twelve years of age he has advanced mentally only as far as an ordinary child of eight years, his mental age is said to be eight years and his intelligence quotient (or I.Q.) is said to be 8-12 or 66 $\frac{2}{3}$  per cent. Speaking generally, children who will always be in a state of early infancy, that is less than three years mentally, are classed as idiots. Those with mental age between three and seven who will never advance beyond later infancy, are classed as imbeciles. Those with mental age between seven and eleven who will never advance beyond childhood, are classed as morons. Those with intelligence above morons but below normal are classed as borderline, dull or backward but not as feeble-minded.

An accurate selection of subnormal pupils for Auxiliary Classes has been rendered possible by the construction of the Binet scale of age standards for measuring intelligence by a series of tests for each year.

The tests as arranged in 1911 have been materially modified by years of experimentation and investigation with thousands of children.

When the examination is conducted with the reconstructed standardized scale by a wise and well-trained expert, and the findings are reinforced by knowledge possessed by teachers, parents, physician and nurse, the results can be relied upon as giving the mental age to within a few months. These results should always be treated as confidential, and there should be subsequent examinations from time to time.

An examination of 1,500 unselected children usually shows at least twenty children who are definitely feeble-minded. Four of the twenty are usually uneducable and of such low grade as to require custodial or semi-custodial care at home or in an institution. The remaining sixteen should be placed in charge of an Auxiliary class teacher—sixteen being the legal maximum for a subnormal Auxiliary Class. Much time and care have been devoted to the working out of the best courses of study and kinds of equipment for such classes, and highly satisfactory results have been achieved, especially with those of the higher grade.

The most dynamic argument in favour of the establishment of the Auxiliary Class, however, is found, not so much in what it teaches the subnormal child to do, as in what it prevents him from doing.

A child of twelve years physical age and eight years mental age placed in a class of normal children of nine years is unhappy and makes no progress. He occupies the teacher's time to no purpose, retards the advance of every other child in the class and produces constant unrest and irritation. The teacher is usually blamed by the parents for the child's lack of progress, where normal progress from the nature of the case is impossible, and is herself discouraged by the failure of her conscientious efforts to prepare the pupil for examinations.

It is a conservative estimate to say that the removal of such a pupil will increase the efficiency of the work of the entire class by 5 per cent. and, therefore, as a purely business proposition the Auxiliary Class makes for economy.

Further, the menace to morality where subnormal pupils are placed in the same classes with ordinary children, as every school Principal knows, can scarcely be overestimated; and when the danger is fully appreciated by the public there will be an insistent demand for a change.

On the other hand, the subnormal child when removed to an Auxiliary Class finds himself in a new environment, with work adapted to his special needs in nature and difficulty, with a teacher who understands his case, with opportunities for social adjustment and under social conditions which conduce to his well-being. In the new situation he is happy and learns to do unskilled manual work which will prepare him in the best way for future self-support. His parents, even if at first opposed to the change, soon find that the new condition is a great improvement on the old. In a well organized system of Auxiliary Classes there is an Employment Bureau so that when the time comes for him to leave school an arrangement is made by which he is provided with suitable work, if necessary, under supervision.

The time has arrived when there should be at least one Auxiliary Class in every city in the province. The Minister of Education has made an arrangement by which a survey to select a sufficient number of pupils to form one or two classes may be conducted by expert examiners without cost to the locality, but he has decided that such surveys will be conducted only in response to a request

from the local School Board, sent to his Department. During the last few weeks requests for surveys have been sent in by five City School Boards.

In Auxiliary Class work, as in all education, in the last analysis everything depends upon the teacher and, for Auxiliary Class work, special training is required. The Department held a Summer School in 1915 for the training of Auxiliary Class teachers, and another in 1919. New classes are being formed and the demand for trained teachers is greater than the supply. Arrangements are being made for a Summer School for 1921. There is urgent need for teachers, specially adapted for such work, who will be willing to take the special training and teach an Auxiliary Class.



## APPENDIX I

### REPORT OF THE PROVINCIAL SCHOOL ATTENDANCE OFFICER

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to submit herewith my first report on School Attendance.

#### Meetings Attended

During the year more than sixty meetings of county, township, and urban councils, of Boards of Education and urban school boards and of county trustees' associations were attended, where explanations of the School Attendance Act and of the Adolescent School Attendance Act were made and where consultations were held with councillors and trustees as to the best means of securing a wise enforcement of these Acts. Besides these I was present at a number of meetings of Women's Institutes and of other societies, where the new measures were discussed.

#### Visit to the United States

It was also my privilege to visit some of the cities and country places in the neighbouring States and study the methods there used to enforce the attendance of both children and adolescents.

#### Securing Accommodations

Many of the sparsely settled communities of the province were visited and also communities adjacent to our larger towns and cities, where new problems affecting attendance have arisen owing to rapid changes in population, and with a view to improving local education facilities negotiations have been conducted for opening temporary school quarters, for conveying children of isolated families to school, for altering section boundaries, and for consolidating schools where such appeared advisable.

#### School Attendance Officers Appointed

Since the School Attendance Act came into force 1,306 School Attendance Officers have been appointed, 868 by Township Councils, 417 by urban School Boards, 2 by County Councils, and 45 by School Boards in unorganized territory. In twenty-six urban centres the Public and the Separate School Boards have decided to unite in the organization of attendance departments. In very few cases have local bodies been reluctant to make the necessary appointments.

#### Improved Attendance

While definite information from local school attendance officers has not yet been received, I have pleasure in saying that generally there is an improvement in school attendance, notwithstanding the disorganization due to the war, the demand for production, and the shortage of labour. No great amount of truancy is to be found, but there is much irregularity in attendance throughout the country which

ought to be prevented. The chief problem is to educate parents to realize how seriously the progress of their children is hindered and the efficiency of schools is impaired by avoidable absence. From a study of 639 pupils who failed to pass recent promotion examinations, held in various centres in many different parts of the province, I found that only 29 per cent. could be classed as regular pupils and 71 per cent. of those who failed were absent one month or more during the preceding year.

### **Causes of Non-attendance**

The causes of absence from school may be classified as due to conditions relating to the school, the home, the child, and the machinery by which compulsory school attendance is enforced.

#### **The School**

With the introduction and development of medical and dental inspection in the schools, the formation of special classes under the Auxiliary Classes Act, the careful system of inspection and the improved methods of teaching and discipline in vogue, small cause for irregular attendance can be found in the schools. As was suggested in the Report of the Chief Inspector last year, there might, perhaps, be greater flexibility in the curriculum, so that subjects which appeal especially to boys and girls of twelve and thirteen years, the most critical age from the standpoint of attendance, might be stressed in certain localities. For example, additional work in manual training and domestic science might direct the restlessness of certain pupils in one school while provision for the teaching of farm accounting might be effective in another.

#### **The Home**

As to home conditions which militate against good attendance, I find the following:

Ignorance on the part of parents of the value of education to the child.

Poverty.

The mercenary attitude of parents.

The fact that parents are so immersed in business or social activities that there exists little of that old-fashioned home life which provides the needful guardianship of growing children.

In cases of ignorance the task of the attendance officer is to educate the parents. In cases of poverty it is evident that children already handicapped can least afford to forego the advantages of an education. Here the Mothers' Pension and the Workmen's Compensation Acts have already shown their value, but the attendance officer must often enlist the aid of some organized or private charity. To deal with mercenary parents the attendance officer has the law, while for the children of parents immersed in business or social activities it is sometimes necessary to rely on local welfare agencies to assist in providing the guardianship the thoughtless or indifferent parents fail to furnish.

#### **The Child**

Where the fault lies with the child, I find the following most in evidence:

The child is under the influence of a gang.

He is too big for his class.

He lacks mental capacity for the ordinary school tasks.

He suffers from some physical disability.

He has no interest in academic subjects as presented, but wants to do something which appears to him to bear directly on earning a living.

The efficient attendance officer, with the aid of parents and school authorities, must solve each problem as it arises.

#### \* Machinery of Enforcement

Where failure to secure a high standard of attendance is due to the inefficiency of the machinery provided for enforcement of compulsory measures, it will be found that too few officers are provided, that the officers are inefficient, incompetent or lacking in interest in their work, that Justices of the Peace and Magistrates are not giving them sufficient support, or that school boards are not providing the needful disciplinary classes. In this connection the question of the establishment of a school for truant and wilful boys might be considered.

#### The Character of the School Attendance Officer

It is apparent that the attendance officer must be carefully chosen. He is the connecting link between the home and the school, and often the only school official whom the parents see. He must be interested in the child, have faith in education and possess a knowledge of school organization and of all the forces and activities of the community which he may employ in accomplishing his object. He should have sane judgment so that he may issue wisely the Home Permits and Working Certificates which the law allows, and, in addition, ability to keep clear and accurate records.

#### The Adolescent School Attendance Act

When the Adolescent School Attendance Act comes into force, provision should be made for three things:

1. *The Maintenance of a Census.* I regret to report that in many places assessors have failed to make a complete child census as required by Section 33 of the Assessment Act. School boards in the larger centres of population should provide means of checking and maintaining the census so that they may readily discover children not enrolled in school registers, children illegally employed, and defective children who require special provision.

2. *Means of issuing expeditiously Home Permits and Working Certificates.* As it will be illegal after September 1st, 1921, for any one to employ an adolescent to whom a Working Certificate has not been issued, and as the attendance officer is the only individual who may issue the same, foresight is needed on the part of local authorities so that delay and inconvenience may be avoided.

3. *Means of Recording and Filing.* A system should be provided so that information may be available for the establishment of part-time courses of instruction, and for keeping a record of cases which require further attention.

The printing of a number of blanks by the Department has already made easier and more exact the work of attendance departments.

I have the honour to be, Sir,

Your obedient servant,

J. P. COWLES,

*Provincial School Attendance Officer.*

Toronto, December 23rd, 1920.



## APPENDIX J

REPORT OF THE DIRECTOR OF PROFESSIONAL  
TRAINING

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

I have the honour to submit a report on the work of the Provincial Schools for the training of teachers for the year 1920.

Thirty classes have graduated this year from the various professional schools engaged in the training of High and Public School teachers. Four of these classes graduated from the Faculties of Education at Kingston and Toronto, two having taken the course for High School Assistants' certificates and two that for First Class Public School certificates. Eight classes graduated from the Provincial Normal Schools, seven having taken the course for Second Class Public School certificates and one that for Kindergarten-Primary certificates. Twelve classes graduated from Summer Schools, four classes having taken the course for Kindergarten-Primary certificates, four that for District certificates and four that for Limited Third Class certificates. Six other classes taking the course for Limited Third Class certificates graduated from the Autumn Model Schools. About one hundred and twenty-five days were spent during the year in inspecting the training classes and the forty affiliated practice schools.

The enrolment of students in the above classes according to sex was as follows:

	Male.	Female.
Faculties of Education .....	155	190
Provincial Normal Schools .....	203	1,045
Autumn Model Schools .....	4	58
Summer Model Schools .....	11	215
Kindergarten-Primary Summer Schools .....	...	224

A noteworthy feature of the classes of 1920 was the increase in the number of male students graduating from the Faculties of Education and the Normal Schools. This increase was caused by the fact that a number of our young men who had served Canada so valiantly during the Great War felt constrained on their return from overseas to continue their national service in the no less important office of teaching. Of the veterans training as teachers, 104 were enrolled at the Faculties of Education, and 119 at the Normal Schools, while 30 took a special course to qualify as teachers of Manual Training. The Department is to be congratulated on having secured for our schools the service of such a large number of returned men.

## Certificates Granted

The following table shows the number and the grade of the certificates issued during the year to the graduating students and to extramural candidates qualified to take the final examinations without attendance.

High School Assistants .....	114
First Class .....	197
Second Class .....	1208
Limited Third Class .....	216
District .....	119
Kindergarten-Primary .....	88

Provisional standing was also granted a number of teachers from the British Isles and from the other Provinces of the Dominion.

### The Supply of Teachers

It will be seen from the figures given above that about two thousand candidates were certificated during the year to teach in the High, Public and Separate Schools of the Province. As about twenty per cent. of the candidates were teachers seeking to improve their former status, the actual increase for the year in the number of certificated teachers was about sixteen hundred. The increase in the requirements of our Provincial Schools averages less than four hundred additional teachers each year. The present annual increase in the number of certificated teachers is, therefore, quite sufficient both to meet the increasing requirements of the schools and also to supplement losses through death and superannuation as well as those more welcome losses through the resignation of female teachers in order to enter upon the very important office of homemaking. Any shortage in the supply of teachers for our schools, therefore, must be accounted for, not through the losses mentioned above, but rather by the fact that many of our candidates, after qualifying as teachers, are attracted, through the prospect of higher remuneration, either to other occupations or to the schools of the Western Provinces. ✓

While Ontario has never displayed a narrow spirit in giving of her best to meet the pressing needs of the newer provinces for trained teachers, yet it is not out of place at this time to ask our teachers, instead of yielding to the call of distant opportunities, to realize that their native province, with its many and varied educational institutions, presents to the ambitious teacher more opportunities for real advancement in the profession than are likely to be found elsewhere. Although the path of advancement may to the Ontario teacher at times seem slow, yet in the end he will find that this slower advancement is the more real and that the zealous teacher by continuing in the service of his native province has been able to satisfy fully his professional ambitions.

To the teacher who may be attracted by the larger financial opportunities associated with other occupations, it should be pointed out that, though this profession may not present the same opportunities as others to gain those rewards that perish, yet it does assure its members a life of reasonable comfort and offers as a compensation special opportunities for intellectual advancement and spiritual culture. To the one also filled with a missionary zeal for teaching, no material reward can compare with the satisfaction that comes from an unselfish devotion to that greatest of all patriotic services, the development of national character in our Canadian boys and girls.

### Noteworthy Changes

The outstanding advancement of the year in connection with teacher-training in Ontario was the establishment of the new Ontario College of Education in Toronto in place of the Faculties of Education at Kingston and Toronto. At the same time, the training of candidates for First Class certificates was transferred from the Faculties of Education to the Provincial Normal Schools situated at Hamilton, London, Ottawa and Toronto. This change will not only extend to a larger number of candidates the opportunity of taking locally the course of training for First Class certificates, but, by relieving the new College of Education of

this labour, will enable it, in addition to training candidates for High School certificates, to fulfil more adequately a second and no less important function, that of providing special courses for teachers and other educators desiring to improve their standing or carry on investigations in connection with the vital and pressing problems that confront present-day educators. Thus it is confidently expected that the new College will meet the need of an educational centre in which Canadian teachers may receive a special training in educational leadership, for which they have hitherto been accustomed to visit foreign Universities.

The year 1920 has also fully demonstrated the wisdom of the departure made in September, 1919, of having a female member of each Normal School staff appointed to take charge, under the direction of the Principal, of the social life of the female students. These teachers are exerting a marked influence for good upon the students under their charge, especially in the case of students living away from home. Several of the Principals report also that they found the assistance of these teachers exceedingly helpful in cases of sickness among the students, notably during the epidemic of influenza.

The musical equipment of the different training schools has been increased by the addition of a phonograph. It is intended that a thorough investigation shall be made of the possibilities of this instrument as an auxiliary in connection with the teaching of various school subjects.

The following appointments and transfers have taken place during the year in connection with the staffs of the Provincial Normal Schools:

A. J. Park, appointed Instructor in Writing at the Hamilton Normal School, in place of Oscar Mann, resigned.

Horace G. Lockett, M.A., transferred from the North Bay Normal School to the Hamilton Normal School in place of F. E. Perney, B.A., B.Pæd., resigned.

J. A. Bannister, B.A., appointed English Master at the North Bay Normal School in place of Horace G. Lockett, M.A.

J. D. Campbell, B.A., transferred from the Stratford to the Ottawa Normal School.

W. J. Forbes, B.A., transferred from the Ottawa to the Stratford Normal School.

A. W. McGuire, B.A., appointed Master at the Ottawa Normal School in place of W. Haliday, B.A., resigned.

Jno. C. Gordon, appointed an additional Master at the Toronto Normal School.

#### Teachers' Institutes

In accordance with your instructions, arrangements were made to have members of the training staffs visit the Teachers' Institutes of the Province during the Annual Meetings and take part in the programmes. Ninety such visits were made, each lecturer attending at least one Institute Meeting and giving two lectures thereat. Three of these Institutes were visited and addressed personally.

I have the honour to be, Sir,

Your obedient servant,

S. A. MORGAN,

*Director of Professional Training.*

Toronto, January, 1921.



## APPENDIX K

### STATISTICS OF ELEMENTARY AND SECONDARY SCHOOLS

#### Summary

##### I. ELEMENTARY SCHOOLS

###### a. Public Schools

Number of Public Schools in 1919 .....		6,179
Increase for the year .....	43	
Number of enrolled pupils of all ages in the Public Schools during the year (exclusive of Continuation and Night School pupils) .....		471,729
Increase for the year .....	14,114	
Average daily attendance of pupils .....		308,708
Increase for the year .....	47,544	
Percentage or average attendance to total attendance ...		65.44
Increase for the year .....	8.37	
Number of persons employed as teachers in the Public Schools: men, 1,233; women, 10,570; total .....		11,803
Increase for the year .....	384	
Number of teachers who attended Normal School .....		8,932
Increase for the year .....	70	
Number of teachers who attended Normal College or Faculty of Education .....		1,156
Increase for the year .....	55	
Number of teachers with a University degree .....		119
Decrease for the year .....	11	
Average annual salary for male teachers .....		1,348
Increase for the year .....	122	
Average annual salary for female teachers .....		817
Increase for the year .....	110	
Average experience of male teachers .....		14.3 years
Average experience of female teachers .....		7.9 years
Amount expended for teachers' salaries .....		\$9,362,876
Amount expended for Public School houses (sites and buildings) .....		\$2,508,459
Amount expended for all other purposes .....		\$4,959,511
Total amount expended for Public Schools .....		\$16,830,846
Increase for the year .....	\$3,123,681	
Cost per pupil (enrolled attendance) .....		\$35.67
Increase for the year .....	\$5.72	

**b. Roman Catholic Separate Schools**

Number of Roman Catholic Separate Schools in 1919...		559
Number of enrolled pupils of all ages .....		74,833
Increase for the year .....	3,531	
Average daily attendance of pupils .....		49,289
Increase for the year .....	8,754	
Percentage of average attendance to total attendance ..		65.86
Increase for the year .....	9.01	
Number of teachers .....		1,586
Increase for the year .....	60	
Amount expended for teachers' salaries .....		\$797,523
Amount expended for school houses (sites and buildings)		\$361,890
Amount expended for all other purposes .....		\$861,368
Total amount expended on R. C. Separate Schools .....		\$2,020,781
Increase for the year .....	\$551,223	
Cost per pupil (enrolled attendance) .....		\$27.00
Increase for the year .....	\$6,39	

**c. Protestant Separate Schools**

Number of Protestant Separate Schools (included with Public Schools, a) in 1919 .....		6
Number of enrolled pupils .....		464
Increase for the year .....	27	
Average daily attendance of pupils .....		314
Increase for the year .....	50	

**d. Night Elementary Schools**

Number of Night Schools in 1919-20 .....		11
Decrease for the year .....	2	
Number of pupils enrolled .....		843
Increase for the year .....	172	
Number of teachers engaged .....		23
Increase for the year .....	1	

**II. SECONDARY SCHOOLS****a. High Schools and Collegiate Institutes**

Number of High Schools (including 47 Collegiate Insti- tutes) 1919-20 .....		167
Increase for the year .....	3	
Number of pupils enrolled in High School .....		33,036
Increase for the year .....	2,304	
Average daily attendance of pupils .....		26,816
Increase for the year .....	2,316	
Percentage of average to total attendance .....		81.17
Increase for the year .....	1.45	
Number of teachers in High Schools .....		1,168
Increase for the year .....	80	

Average annual salary, Principals .....		\$2,213
Increase for the year .....	\$259	
Average annual salary, Assistants .....		\$1,763
Increase for the year .....	\$267	
Average annual salary, all Teachers .....		\$1,828
Increase for the year .....	\$263	
Highest salary paid .....		\$4,400
Increase for the year .....	\$700	
Amount expended for teachers' salaries, 1919 .....		\$1,801,602
Amount expended for school houses (sites and buildings) .....		\$261,733
Amount expended for all other purposes .....		\$684,707
Total amount expended on High Schools, 1919 .....		\$2,748,042
Increase for the year .....	\$161,928	
Cost per pupil, enrolled attendance .....		\$83.18
Decrease for the year .....	\$0.97	

### b. Continuation Schools

Number of Continuation Schools, 1919-20 .....		137
Increase for the year .....	1	
Number of pupils in attendance .....		5,126
Increase for the year .....	120	
Average daily attendance of pupils .....		3,955
Increase for the year .....	182	
Percentage of average to total attendance .....		77.15
Increase for the year .....	1.79	
Number of teachers .....		244
Increase for the year .....	10	
Average annual salary, Principals .....		\$1,303
Increase for the year .....	\$132	
Average annual salary, Assistants .....		\$929
Increase for the year .....	\$103	
Highest salary paid .....		\$2,100
Increase for the year .....	\$300	
Amount expended on teachers' salaries, 1919 .....		\$253,654
Amount expended for school houses (sites and buildings) .....		\$50,545
Amount expended for all other purposes .....		\$84,502
Total amount expended on Continuation Schools, 1919..		\$388,701
Increase for the year .....	\$55,848	
Cost per pupil, enrolled attendance .....		\$75.82
Increase for the year .....	\$9.33	

### c. Night High Schools

Number of Night High Schools in 1919-20 .....		24
Decrease for the year .....	1	
Number of pupils enrolled .....		5,042
Increase for the year .....	557	
Number of teachers engaged .....		166
Increase for the year .....	13	



**d. Industrial, Technical, and Art Schools**

Number of Day Industrial, Technical, and Art Schools, 1919-20 .....		12
Increase for the year .....	1	
Number of pupils enrolled .....		4,790
Increase for the year .....	51	
Average daily attendance of pupils .....		2,769
Increase for the year .....	235	
Number of teachers engaged .....		177
Increase for the year .....	22	
Number of Evening Industrial, Technical and Art Schools, 1919-20 .....		49
Increase for the year .....	13	
Number of pupils enrolled .....		26,527
Increase for the year .....	9,794	
Number of teachers engaged .....		845
Increase for the year .....	234	
Amount expended on teachers' salaries, day and evening schools, 1919 .....		\$324,193
Amount expended on school houses (sites and buildings) .....		\$117,171
Amount expended for all other purposes .....		\$217,709
Total amount expended on day and evening industrial, technical and art schools, 1919 .....		\$659,073
Increase for the year .....	\$165,873	

**III. GENERAL****Elementary and Secondary Schools**

Pupils enrolled in elementary schools, 1919 .....		546,562
Pupils enrolled in night elementary schools, 1919-20 ..		843
Pupils enrolled in secondary schools, 1919-20 .....		42,952
Pupils enrolled in night high schools, 1919-20 .....		5,042
Pupils enrolled in evening industrial, technical and art schools, 1919-20 .....		26,527
Total enrolment, all schools .....		621,926
Increase for the year .....	30,643	
Percentage of total population enrolled .....		22
Total expenditure .....		\$22,647,443
Increase for the year .....	\$4,058,553	

Fourteen thousand, nine hundred and twenty day pupils were admitted "for the first time" in 1919-20 to the Secondary Schools, as below:

High Schools and Collegiate Institutes .....	11,655
Continuation Schools .....	2,031
Industrial, Technical and Art Schools .....	1,234

Total .....	14,920
-------------	--------

In 1919 there were enrolled in the Elementary Schools (exclusive of Fifth Classes) 541,234 pupils. These are made up of about 7 years' enrolments. Consequently on the average about 77,300 (541,234 divided by 7) pupils enter the

Elementary Schools per year, and 14,920 enter the state Secondary Schools, or about 19 per cent. of those who attend the Elementary Schools.

The above statement does not take into consideration those pupils who take up Lower High School work in the Fifth Classes of the Elementary Schools, nor the many who enter private schools and colleges after graduating from our elementary schools. If all these were taken into consideration the number who take up secondary education would form at least twenty-five per cent. of our population.

**Average cost per pupil (enrolled attendance) in all Schools**

	1902	1907	1912	1917	1918	1919
Teachers' salaries..	\$7 63	\$10 44	\$14 26	\$17 97	\$18 85	\$20 17
Sites and buildings	0 97	2 86	5 90	4 05	2 66	5 31
All other expenses..	2 80	4 40	5 34	7 72	9 92	10 95
For all purposes	11 40	17 70	25 50	29 74	31 43	36 43

**Comparative School Statistics, 1867-1919**

**I. PUBLIC AND SEPARATE SCHOOLS**

These elementary school tables 1, 2, 3, 4 and 5, for the purpose of comparison with previous years in which the Separate Schools were included with Public Schools, include Roman Catholic and Protestant Separate Schools. The tables A, B, C, D and E give the statistics of the Public Schools, including Protestant Separate Schools; the statistics of the R. C. Separate Schools are given in Tables F and G; those of the Protestant Separate Schools appear in Table Q; and the Night Schools in Table R.

**1. School Population and Attendance**

The school population (5 to 16 and 5 to 21 years) of the Province, as ascertained by the assessors, and the school attendance are given in the following table :

Year	Population 5 to 16 years	Population 5 to 21 years	Total number of enrolled pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867.....	447,726	.....	401,643	213,019	188,624	163,974	40.82
1872.....	495,756	.....	454,662	238,848	215,814	188,701	41.50
1877.....	494,804	.....	490,860	261,070	229,790	217,184	44.25
1882.....	483,817	.....	471,512	246,966	224,546	214,176	45.42
1887.....	.....	611,212	493,212	259,083	234,129	245,152	49.71
1892.....	.....	595,238	485,670	253,091	232,579	253,830	52.26
1897.....	.....	590,955	482,777	251,677	231,100	273,544	56.66
1902.....	.....	584,512	454,088	232,880	221,208	261,480	57.58
1907.....	.....	590,285	448,218	229,794	218,424	266,503	59.45
1912.....	.....	609,127	467,022	239,187	227,835	291,210	62.35
1917.....	512,562	628,996	527,664	266,255	261,409	342,571	64.92
1918.....	508,678	640,049	528,917	266,367	262,550	*301,699	*57.04
1919.....	513,600	652,264	546,562	275,628	270,934	357,997	65.49

Note.—Kindergarten attendance is not included except for the years 1917, 1918 and 1919.

\* This decrease in attendance was caused by the "Influenza" epidemic.

## 2. Classification of Pupils

Year	Kindergarten	Kindergarten-Primary	1st Reader, Part I, or Primer	1st Reader, Part II, or 1st Book	2nd Book	3rd Book	4th Book	5th Book, or beyond 4th Book
1867.....				* 79,365	98,184	83,211	68,896	71,987
1872.....				*160,828	100,245	96,481	67,440	29,668
1877.....				*153,630	108,678	135,824	72,871	19,857
1882.....				*165,834	106,229	117,352	71,740	10,357
1887.....			115,657	76,704	100,533	108,096	81,984	10,238
1892.....			114,932	73,015	96,074	99,345	88,934	13,370
1897.....			110,567	70,808	91,330	99,682	89,314	21,076
1902.....			107,441	69,062	85,732	90,630	83,738	17,485
1907.....			112,552	60,194	84,622	89,371	85,752	15,727
1912.....			126,100	67,368	92,728	88,811	85,213	+ 6,802
1917.....	16,515	2,793	125,321	73,996	106,034	105,062	91,989	+ 5,954
1918.....	15,709	5,018	123,677	72,377	104,935	109,364	92,156	+ 5,681
1919.....	16,386	7,560	128,826	75,171	106,107	110,115	97,069	+ 5,328

The following table classifies the pupils in the various forms, as to rural and urban schools:

## Rural Schools

Year	Kindergarten	Kindergarten-Primary	First Reader Part I or Primer	First Reader Part II or First Book	Second Book	Third Book	Fourth Book	Fifth Book or beyond Fourth Book	Totals
1904.....			60,784	36,941	47,930	50,297	47,289	9,892	253,133
1907.....			60,470	31,538	46,219	48,247	46,815	8,958	242,247
1912.....			62,712	30,293	43,775	42,450	44,049	+3,984	227,263
1917.....		75	58,290	30,657	44,407	43,834	41,321	+2,926	221,510
1918.....	101	843	57,353	29,282	42,868	43,957	39,973	+2,752	217,129
1919.....		1,923	59,526	30,422	42,373	44,430	40,559	+2,403	221,636

## Urban Schools (cities, towns and incorporated villages)

1904.....			44,456	27,800	37,299	39,814	35,815	6,304	191,488
1907.....			52,082	28,656	38,403	41,124	38,937	6,769	205,971
1912.....			63,388	37,075	48,953	46,361	41,164	+2,818	239,759
1917.....	16,515	2,718	67,031	43,339	61,627	61,228	50,668	+3,028	306,154
1918.....	15,608	4,175	66,324	43,095	62,067	65,407	52,183	+2,929	311,788
1919.....	16,386	5,637	69,300	44,749	63,734	65,685	56,510	+2,925	324,926

\* In 1st Reader. † Exclusive of Continuation School pupils.

The following table compares the attendance and gives the percentages from rural and from urban municipalities for several years:

Year	Attendance in Rural Schools	Attendance in Urban Schools
1903.....	260,617 or 57.88% of total	189,661 or 42.12% of total
1907.....	242,247 or 54.05% "	205,971 or 45.95% "
1912.....	227,263 or 48.66% "	239,759 or 51.33% "
1917.....	221,510 or 41.97% "	306,154 or 58.02% "
1918.....	217,129 or 41.05% "	311,788 or 58.94% "
1919.....	221,636 or 40.55% "	324,926 or 59.44% "

NOTE :—Kindergarten attendance for years previous to 1916 is not available for the above tables.



## 3. Teachers' Certificates

Year	Number of teachers	Male	Female	1st Class	2nd Class	3rd Class	Kindergarten-Primary	Kindergarten	Manual Training	Household Science	Other certificates, including old County Board, Dist. and Temp.	Number of teachers who attended Normal School	*Normal College or Faculty of Education
1867....	4,890	2,849	2,041	1,899	2,454	386	....	....	....	....	151	666	....
1872....	5,476	2,626	2,850	1,337	1,477	2,084	....	....	....	....	578	828	....
1877....	6,468	3,020	3,448	250	1,304	3,926	....	....	....	....	988	1,084	....
1882....	6,857	3,062	3,795	246	2,169	3,471	....	....	....	....	971	1,873	....
1887....	7,594	2,718	4,876	252	2,553	3,865	....	....	....	....	924	2,434	....
1892....	8,680	2,770	5,910	261	3,047	4,299	....	200	....	....	873	3,038	....
1897....	9,351	2,784	6,567	343	3,386	4,465	....	223	....	....	934	3,643	....
*1902....	9,614	2,294	7,320	608	4,296	3,432	....	247	....	....	1,031	4,774	....
1907....	10,170	1,783	8,387	715	3,887	3,452	....	277	....	....	1,839	4,587	....
†1912....	11,128	1,511	9,617	674	6,419	1,804	....	371	....	....	1,860	6,705	614
†1917....	12,762	1,317	11,445	1,106	8,784	1,317	66	310	33	38	1,108	9,203	1,053
†1918....	12,945	1,068	11,877	1,099	9,018	1,247	89	283	37	46	1,126	9,583	1,071
†1919....	13,389	1,323	12,061	1,246	9,193	1,159	130	283	48	73	1,257	9,697	1,223

The men engaged in teaching in these schools in 1919 formed 9.91 per cent. of the whole number. In 1918 they formed 8.25 per cent.

The number of teachers and the class of certificates, in the Public Schools alone, in each County and District of the Province will be found in Table C of this Appendix.

The following table classifies the teachers and certificates as to rural and urban schools:

	Teachers			Certificates		
	Total	Male	Female	1st Class	2nd Class	3rd Class
Rural Schools, 1904 .....	5,974	1,469	4,505	152	1,944	3,107
Rural Schools, 1907 .....	6,038	1,201	4,837	180	1,542	3,079
†Rural Schools, 1912 .....	6,143	894	5,249	165	3,002	1,463
†Rural Schools, 1917 .....	6,455	655	5,800	343	4,232	1,129
†Rural Schools, 1918 .....	6,484	407	6,077	324	4,333	1,047
†Rural Schools, 1919 .....	6,597	558	6,039	348	4,362	958
Urban (cities, towns and incorporated villages), 1904 .....	3,580	606	2,974	483	2,248	289
Urban, 1907 .....	4,132	582	3,550	535	2,345	373
†Urban, 1912 .....	4,985	617	4,368	509	3,417	341
†Urban, 1917 .....	6,307	662	5,645	763	4,552	188
†Urban, 1918 .....	6,461	661	5,800	775	4,685	200
†Urban, 1919 .....	6,792	770	6,022	898	4,831	201

In the rural schools in 1919 the men formed 8.45 per cent., and in the urban schools, 11.33 per cent. of the number of teachers employed in each case.

\* For the years previous to 1912 the numbers who attended Normal College or the Faculty of Education are included in the preceding column.

† Exclusive of Continuation School teachers.

## 4. Teachers' Salaries and Experience

## Teachers' Salaries

Year	Highest salary paid	Average salary, male teacher, province	Average salary, female teacher, province	Average salary, male teacher, cities	Average salary, female teacher, cities	Average salary, male teacher, towns	Average salary, female teacher, towns	Average salary, male teacher, incorporated villages	Average salary, female teacher, incorporated villages	*Average salary, male teacher, rural schools	*Average salary, female teacher, rural schools	Average salary, male teacher, all urban schools	Average salary, female teacher, all urban schools
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1867.	1,350	346	226	532	243	464	240	.....	.....	261	189	.....	.....
1872.	1,000	360	228	628	245	507	216	.....	.....	305	213	.....	.....
1877.	1,100	398	264	735	307	583	269	.....	.....	379	251	.....	.....
1882.	1,100	415	269	742	331	576	273	.....	.....	385	248	.....	.....
1887.	1,450	425	292	832	382	619	289	.....	.....	398	271	.....	.....
1892.	1,500	421	297	894	402	648	298	.....	.....	383	269	.....	.....
1897.	1,500	391	294	892	425	621	306	.....	.....	347	254	.....	.....
1902.	1,600	436	313	935	479	667	317	.....	.....	372	271	.....	.....
1907.	1,900	596	420	1,157	592	800	406	659	372	458	379	907	453
1912.	2,200	788	543	1,320	703	977	519	779	492	566	493	1,141	618
1917.	2,500	1,038	650	1,637	795	1,166	628	908	573	686	580	1,425	731
1918.	2,800	1,226	707	1,777	915	1,261	668	959	612	743	609	1,558	822
1919.	2,800	1,348	817	2,024	1,130	1,372	749	1,064	671	807	663	1,780	991

\*Incorporated villages included from 1867 to 1902 inclusive.

Increases in salaries in the cities, towns, villages and rural schools are shown in the above table. In Table C the average salaries for 1919 of the Public School teachers of the various Counties and Districts are given separately, and summarized for the cities, towns and villages. This table also states the salaries paid to teachers according to the grade of certificate held, and illustrates to what extent the teacher with the higher certificate commands the higher salary. The average salaries for the Province are as follows:

	Male				Female			
	1912	1917	1918	1919	1912	1917	1918	1919
First Class certificates.....	\$1,340	\$1,548	\$1,782	\$1,960	\$634	\$728	\$775	\$898
Second Class certificates..	757	916	1,041	1,101	587	673	732	844
Third Class and District certificates .....	524	562	595	664	458	507	537	592

## Teachers' Experience

The length of service or experience of the teachers engaged in the Public Schools is also shown in Table C, where the numbers who have taught from less than one year up to forty years and over are given for each year.

The average experience in the Public Schools at the end of 1919 was as follows:

Male teachers, 14.3 years.

Female teachers, 7.9 years.

All teachers, 8.5 years.

## 5. Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Clergy reserve funds, balances and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses	Total expenditure	Cost per pupil
1867	\$ 187,153	\$ 1,151,583	\$ 331,599	\$ 1,670,335	\$ 1,093,517	\$ 149,195	\$ 31,354	\$ 199,123	\$ 1,473,189	\$ 3.67
1872	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4.85
1877	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6.26
1882	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6.42
1887	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7.59
1892	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8.40
1897	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,215,670	8.73
1902	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10.62
1907	655,239	6,146,825	2,455,864	9,257,928	4,389,524	1,220,820	213,096	1,732,739	7,556,179	16.85
1912	842,278	9,478,887	3,936,887	14,258,052	6,109,547	2,777,960	167,755	2,218,698	11,273,960	24.14
1917	907,846	12,193,439	4,168,887	17,269,285	8,398,450	1,987,644	290,207	3,435,534	14,111,835	26.74
1918	970,585	13,114,725	4,278,957	18,364,267	9,027,151	1,242,642	169,136	4,737,794	15,176,723	28.69
1919	1,316,529	14,364,049	6,912,656	22,593,234	10,160,399	2,870,349	302,046	5,518,833	18,851,627	34.49

The increase for the year in the amount paid as teachers' salaries was \$1,133,248. The total expenditure increased by \$3,674,904.

These tables show the expenditure per pupil for the years as given below:

## Average cost per pupil (enrolled attendance)

	1902	1907	1912	1917	1918	1919
Teachers' salaries .....	\$7.04	\$9.79	\$13.08	\$15.91	\$17.06	\$18.59
Sites and buildings .....	0.95	2.72	5.95	3.77	2.35	5.25
All other expenses .....	2.63	4.34	5.11	7.06	9.28	10.65

For all purposes ....	10.62	16.85	24.14	26.74	28.69	34.49
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## Average cost per pupil (average attendance)

	1902	1907	1912	1917	1918	1919
Teachers' salaries .....	\$12.23	\$16.47	\$20.98	\$24.52	\$29.92	\$28.38
Sites and buildings .....	1.65	4.58	9.54	5.80	4.12	8.01
All other expenses .....	4.57	7.30	8.19	10.87	16.26	16.26

For all purposes ....	18.45	28.35	38.71	41.19	50.30	52.65
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The expenditure per pupil (enrolled attendance) for 1919 in the Public Schools alone will be found in Table E, and for the R. C. Separate Schools in Table F. The expenditure will there be shown as to rural schools, cities, towns, and villages separately.



## II. ROMAN CATHOLIC SEPARATE SCHOOLS

Year	Schools, Teachers and Attendance						
	Schools open	Teachers	Pupils	Boys	Girls	Average daily attendance	Percentage of average attendance to total number attending school
1867.....	161	210	18,924	.....	.....	8,606	45.47
1872.....	171	254	21,406	.....	.....	10,584	49.44
1877.....	185	334	24,952	.....	.....	12,549	50.29
1882.....	190	390	26,148	.....	.....	13,574	51.91
1887.....	229	491	30,373	15,376	14,997	16,866	55.52
1892.....	312	662	37,466	19,169	18,297	21,560	57.54
1897.....	340	752	41,620	21,342	20,278	24,996	60.05
1902.....	391	870	45,964	23,314	22,650	28,817	62.69
1907.....	449	1,034	51,502	26,420	25,082	33,500	65.04
1912.....	513	1,237	61,297	31,126	30,171	39,735	64.82
1917.....	548	1,488	70,048	35,036	35,012	46,919	66.98
1918.....	559	1,526	71,302	35,301	36,001	40,535	56.85
1919.....	559	1,586	74,833	37,132	37,701	49,289	65.86

## Receipts and Expenditures

Year	Receipts				Expenditures					
	Legislative grants	Municipal school grants and assessments	Balances, subscribed and other sources	Total receipts	Teachers' salaries	Sites and building school houses	Libraries, maps, apparatus, prizes, etc.	All other purposes	Total expenditure	Cost per pupil
1867..	\$ 9,993	\$ 26,781	\$ 11,854	\$ 48,628	\$ 34,830	.....	.....	\$ 7,889	\$ 42,719	\$ 2.26
1872..	12,327	41,134	15,349	68,810	45,824	.....	.....	15,993	61,817	2.88
1877..	13,607	72,177	34,482	120,266	70,201	24,510	2,811	17,234	114,806	4.60
1882..	14,382	97,252	55,105	166,739	84,095	36,860	1,303	32,082	154,340	5.13
1887..	16,808	147,639	65,401	229,848	112,293	48,937	3,624	46,369	211,223	6.95
1892..	21,043	206,698	98,293	326,034	149,707	65,874	2,922	71,335	289,838	7.74
1897..	26,675	224,617	84,032	335,324	168,800	41,233	5,786	86,350	302,169	7.26
1902..	30,472	293,348	161,683	485,503	210,199	100,911	6,158	118,173	435,441	9.47
1907..	40,524	442,316	308,540	791,380	281,484	186,908	15,991	229,793	714,176	13.86
1912..	51,846	757,255	377,713	1,186,814	456,800	308,193	15,207	263,024	1,043,224	17.01
1917..	63,127	1,066,253	370,346	1,499,726	635,089	262,103	24,836	391,695	1,313,723	18.75
1918..	68,613	1,330,379	324,642	1,723,634	703,335	176,037	19,600	570,586	1,469,558	20.61
1919..	99,047	1,257,992	946,309	2,303,348	797,523	361,890	25,997	835,371	2,020,781	27.00

†Including all expenditure except for Teachers' salaries.

An increase of 3,531 in the enrolment and of \$551,223 in the expenditure in 1919 are noticed in the above tables. The expenditure per pupil of enrolled attendance increased from \$20.61 to \$27.00. Detailed statistics in reference to these schools will be found in Table F and G.

### III. PROTESTANT SEPARATE SCHOOLS

The following is a complete list of the Protestant Separate Schools of the Province:—No. 4 Grattan, No. 2 Hagarty, No. 1 Tilbury North, L'Orignal, and Penetanguishene (two schools).

They were attended by 464 pupils in 1919. The whole amount expended for their maintenance and permanent improvements was \$15,647.69. One teacher held a First Class Certificate, nine teachers held Second Class certificates, one held a Third Class, and one held a Temporary certificate.

Complete statistics for these schools will be found in Table Q.

### IV. CONTINUATION SCHOOLS

The following table gives statistics of the "Continuation Classes, Grade A," up to and including 1907. Thereafter they are known as "Continuation Schools." Formerly the statistics of these schools were included with the statistics of the Public and Separate Schools, consequently certain items for the years 1897-1907 cannot be given.

Year	Schools	One-teacher schools	Two-teacher schools	Three-teacher schools	Number of teachers	Receipts		Expenditure		Total value of Equipment	No. of Pupils	Percentage of average attendance to total attendance
						Legislative grant	Total Receipts	Paid for Teachers' Salaries	Total Expenditure			
1897.....	27	20	7	....	34	\$ 2,700	.....	\$	\$	.....	1,275	.....
1902.....	59	46	12	1	73	8,350	.....	.....	.....	.....	1,856	.....
1907.....	91	65	24	2	119	25,610	.....	73,325	.....	26,345	3,993	.....
1912.....	138	54	73	11	226	64,081	295,261	202,875	265,087	75,556	6,094	61.97
1917.....	137	36	99	2	*241	65,733	360,431	228,362	324,621	93,228	*5,104	*73.15
1918.....	136	36	97	3	*234	71,879	385,944	234,976	332,853	96,813	*5,006	*75.36
1919.....	137	31	104	2	*244	70,356	438,891	253,654	388,701	103,290	*5,126	*77.15

\*For school year ended six months after the calendar year specified.

Of the enrolled attendance for 1919-20, 3,995 pupils were in the Lower School and 1,131 in the Middle School. The total attendance was made up of 2,001 boys and 3,125 girls.

#### Average Cost per pupil, enrolled attendance

	1916	1917	1918	1919
Teachers' salaries.....	\$44.17	\$44.74	\$46.94	\$49.48
Sites and buildings.....	4.94	6.33	4.62	9.86
All other expenses.....	11.13	12.53	14.93	16.48
For all purposes .....	60.24	63.60	66.49	75.82

## Average Cost per pupil (average attendance)

	1912	1917	1918	1919
Teachers' salaries .....	\$53.71	\$61.15	\$62.28	\$64.13
Sites and buildings .....	4.17	8.66	6.13	12.78
All other purposes.....	12.30	17.12	19.80	21.37
For all purposes.....	70.18	86.93	88.21	98.28

Statistics in detail for 1919 in reference to the Continuation Schools will be found in Tables H, I and J.

## V. COLLEGIATE INSTITUTES AND HIGH SCHOOLS

The following table gives comparative statistics respecting Collegiate Institutes and High Schools from 1867 to 1919, inclusive:—

## 1. Receipts, Expenditure, Attendance, etc.

Year	Schools	Teachers	Receipts			Expenditure			Pupils	Percentage of average attendance to total attendance
			Legislative grant	Amount of fees	Total receipts	Paid for teachers' salaries	Paid for sites and buildings	Total expenditure		
			\$	\$	\$	\$	\$	\$		
1867.....	102	159	54,562	15,605	139,579	94,820	*19,190	124,181	5,696	55
1872.....	104	239	79,543	20,270	223,269	141,812	*31,360	210,005	7,968	56
1877.....	104	280	78,762	20,753	357,521	211,607	*51,417	343,710	9,229	56
1882.....	104	332	84,304	29,270	373,150	253,864	*19,361	343,720	12,348	53
1887.....	112	398	91,977	56,198	529,323	327,452	*73,061	495,612	17,459	59
1892.....	128	522	100,000	97,273	793,812	472,029	*91,108	696,114	22,837	60
1897.....	130	579	101,250	110,859	767,487	532,837	*46,627	715,976	24,390	61
1902.....	134	593	112,650	105,801	832,853	547,402	44,246	769,680	24,472	58.97
1907.....	143	750	158,549	138,396	1,611,553	783,782	193,975	1,213,697	30,331	60.94
1912.....	148	917	209,956	145,685	2,414,128	1,232,537	327,982	1,953,061	32,273	62.80
1917.....	162	†1051	184,088	154,825	3,051,684	1,554,049	277,544	2,418,975	†29,097	†78.15
1918.....	164	†1088	162,817	166,641	2,855,534	1,637,476	246,013	2,586,114	†30,732	†79.72
1919.....	167	†1168	170,812	196,256	3,166,222	1,801,602	261,733	2,748,042	†33,036	†81.17

\*Expenses for repairs, etc., included.

†For the school year ended six months after the calendar year specified.

## Average cost per pupil, enrolled attendance

	1916	1917	1918	1919
Teachers' salaries .....	\$52.34	\$53.41	\$53.28	\$54.53
Sites and buildings .....	13.83	9.54	8.01	7.92
All other expenses.....	20.12	20.18	22.86	20.73
For all purposes.....	86.29	83.13	84.15	83.78



## Average cost per pupil (average attendance)

	1902	1907	1912	1917	1918	1919
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Teachers' salaries..	37 93	42 40	60 81	68 34	66 83	67 18
Sites and buildings	3 07	10 49	16 18	12 20	10 04	9 76
All other purposes .	12 34	12 76	19 37	25 83	28 68	25 58
For all purposes .	53 34	65 65	96 36	106 37	105 55	102 47

## Number of Pupils in the three grades of schools in the Collegiate Institutes and High Schools

	1916-17	1917-18	1918-19	1919-20
Lower School .....	20,185	20,190	21,725	23,344
Middle School .....	7,105	7,336	7,519	8,170
Upper School .....	1,543	1,571	1,488	1,522
Total enrolment.....	28,833	29,097	30,732	33,036
Total number of boys .....	12,339	12,353	13,228	14,681
Total number of girls .....	16,494	16,744	17,504	18,355

## 2. Occupation of Parents of Pupils attending High Schools and Collegiate Institutes

	1916-17	1917-18	1918-19	1919-20
Commerce.....	6,300	6,516	7,194	7,717
Agriculture.....	8,492	8,449	8,367	8,688
Law, Medicine, Dentistry, or the Church.....	1,498	1,531	1,629	1,569
Teaching .....	471	511	535	479
The Trades .....	5,610	5,734	6,237	6,812
Labouring Occupations.....	2,257	1,899	2,107	2,506
Other Classes .....	4,205	4,457	4,663	5,265

## 3. Destination of Pupils, and Number of Schools Charging Fees

Year	Destination of Pupils					Number of schools charging fees	Number of free schools
	Mercantile life	Agriculture	Law, Medicine or the Church	Teaching	The Trades		
1867 .....	.....	.....	.....	.....	.....	67	36
1872 .....	486	300	213	.....	.....	28	76
1877 .....	555	328	564	.....	.....	35	69
1882 .....	881	646	751	.....	.....	37	67
1887 .....	1,141	882	1,189	.....	.....	58	54
1892 .....	1,111	1,006	398	1,527	.....	77	51
1897 .....	1,368	1,133	409	2,056	.....	87	43
1902 .....	1,573	743	388	1,238	.....	82	52
1907 .....	1,982	803	401	1,436	.....	81	62
1912 .....	2,178	855	370	1,490	531	82	66
1917-18 .....	2,742	1,557	*339	1,407	667	85	77
1918-19 .....	2,767	1,582	*447	1,160	641	84	80
1919-20 .....	2,872	1,242	*598	1,104	659	87	80

The statistics in detail of the various Collegiate Institutes and High Schools of the Province for 1919 will be found in Tables K, L and M.

\* Including Dentistry.

## VI. TEACHERS' INSTITUTES

This table presents the work of the Teachers' Institutes for forty-three years:

Year	No. of Teachers' Institutes	No. of Members	No. of Teachers in the Province. (High School teachers not included)	Receipts				Expenditure	
				Amount received from government grants	Amount received from municipal grants	Amount received from members' fees	Total amount received	Amount paid for Libraries	Total amount expended
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	.....	1,127 63
1882....	62	4,395	6,857	2,900 00	300 00	1,088 84	9,394 28	453 02	5,355 33
1887....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892....	69	8,142	8,680	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897....	73	7,627	9,351	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902....	77	8,515	9,614	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1907....	81	9,319	10,170	2,850 00	1,920 00	1,671 32	14,824 09	654 16	7,487 41
1912....	83	*9,913	11,128	3,800 00	2,100 78	1,961 10	22,120 70	1,359 24	10,120 89
1917....	94	*12,460	12,762	5,475 00	3,701 62	3,821 23	27,712 01	3,173 12	13,977 20
1918....	95	*8,869	12,945	6,725 00	4,202 30	3,635 17	30,731 42	5,324 82	15,539 26
1919....	95	*12,767	13,389	6,475 00	4,405 89	4,368 55	33,635 06	7,423 73	19,431 68

\*Registered attendance of members; in 1918 many meetings were cancelled owing to the "Influenza" epidemic.

See Appendix L for details for 1919.

## VII. DEPARTMENTAL EXAMINATIONS, Etc.

1. Table showing the Number of Teachers in Training at Provincial Normal Schools, and the Pupils at the Normal Model Schools in connection therewith, etc., 1877-1921

Year	No. of Normal School teachers	No. of Normal School students	No. of Normal Model School and Kindergarten teachers	No. of Normal Model School and Kindergarten pupils
1877.....	13	257	8	643
1882.....	16	260	15	799
1887.....	13	441	18	763
1892.....	12	428	22	842
1897.....	13	407	23	832
1902.....	16	619	31	958
1907-08...	*35	428	*38	979 (1907)
1912-13...	*69	986	*38	914 (1912)
1917-18...	*78	1,514	*43	938 (1917)
1919-20...	*77	1,248	*41	876 (1919)
1920-21...	*107	1,328	*42	888 (1920)

\*Including those engaged in both a Normal and a Normal Model School.

## 2. High School Entrance Examinations, 1877-1920

Year	Total number of Candidates examined and re- commended by Principals	Number granted certificates	Per- centage
1877.....	7,383	3,836	51.95
1882.....	9,607	4,371	45.49
1887.....	16,248	9,364	57.63
1892.....	16,409	8,427	51.35
1897.....	16,384	10,502	64.09
1902.....	18,087	13,300	73.53
1907.....	22,144	15,430	69.68
1912.....	22,679	13,977	61.62
1917.....	21,975	15,751	71.67
1919.....	24,248	18,552	76.50
1920.....	27,916	22,051	78.99

## 3. Departmental Academic and Matriculation Examinations, 1920

Examinations	Total number of Candidates	Number passed	Number of Appeals	Number passed on appeal	Total number passed	Percentage
Senior Public School Graduation	57	28	0	0	28	49.12
Senior High School Entrance..	65	30	3	0	30	46.15
Model Entrance (June).....	42	19	3	0	19	45.23
English-French Model Entrance (June).....	111	91	1	0	91	81.98
Model Entrance (August).....	75	50	0	0	50	66.66
English-French Model Entrance (August).....	11	7	0	0	7	63.63
Lower School.....	5,030	3,368	65	3	3,371	67.01
Middle School (June).....	4,504	3,134	67	2	3,136	69.62
Middle School (September)....	155	64	8	3	67	43.22
Upper School, Part I (June) ...	382	236	9	0	236	61.78
Upper School, Part II (June) ..	283	202	2	0	202	71.37
Upper School, Parts I and II (September).....	50	13	3	1	14	28.00
Upper School, Parts A, B, C, D (September).....	54	19	4	0	19	35.18
Pass Junior Matriculation (June).....	5,297	*3,662	133	12	3,674	69.36
Pass Junior Matriculation (September).....	645	*163	33	4	167	25.89
Totals .....	16,761	11,086	331	25	11,111	66.29

Number of Honour Matriculation Candidates (June).....	844
Number of Honour Matriculation Candidates (September) .....	133
Number of Scholarship Matriculation Candidates (June) .....	124

\*Obtained either complete or partial Junior Matriculation.



## THE PUBLIC SCHOOLS

I. TABLE A—SCHOOL ATTENDANCE

Rural Schools		Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1	Brant	....	3,631	....	3,631	1,830	1,801	2,337	64
2	Bruce	....	5,143	....	5,143	2,708	2,435	3,336	65
3	Carleton	10	5,668	....	5,678	2,822	2,856	3,451	61
4	Dufferin	3	2,283	....	2,286	1,227	1,059	1,388	61
5	Dundas	....	2,513	....	2,513	1,345	1,168	1,558	62
6	Elgin	4	3,984	....	3,988	2,071	1,917	2,637	66
7	Essex	1	5,494	....	5,495	2,866	2,629	3,060	56
8	Frontenac	28	4,064	....	4,092	2,027	2,065	2,109	52
9	Glengarry	1	2,868	....	2,869	1,442	1,427	1,556	54
10	Grey	12	6,555	....	6,567	3,395	3,172	3,956	60
11	Haldimand	....	2,447	....	2,447	1,250	1,197	1,646	67
12	Haliburton	....	1,529	1	1,530	768	762	700	46
13	Halton	....	2,138	....	2,138	1,112	1,026	1,345	63
14	Hastings	2	6,288	....	6,290	3,209	3,081	3,692	59
15	Huron	3	5,705	....	5,708	2,997	2,711	3,880	68
16	Kent	12	5,827	....	5,839	3,004	2,835	3,451	59
17	Lambton	10	4,877	....	4,887	2,603	2,284	3,165	65
18	Lanark	....	2,806	....	2,806	1,397	1,409	1,806	64
19	Leeds and Grenville	13	5,604	....	5,617	2,819	2,798	3,324	59
20	Lennox and Addington	6	2,924	....	2,930	1,452	1,478	1,760	60
21	Lincoln	6	3,393	....	3,399	1,696	1,703	1,911	56
22	Middlesex	4	6,503	....	6,507	3,274	3,233	4,291	66
23	Norfolk	9	3,414	....	3,423	1,757	1,666	2,059	60
24	Northumberland & Durham	6	6,046	....	6,052	3,127	2,925	3,705	61
25	Ontario	2	4,729	....	4,731	2,389	2,342	2,992	63
26	Oxford	5	4,723	....	4,728	2,471	2,257	3,090	65
27	Peel	1	2,673	....	2,674	1,356	1,318	1,609	60
28	Perth	....	4,105	....	4,105	2,179	1,926	2,844	69
29	Peterborough	9	3,136	1	3,146	1,562	1,584	1,858	59
30	Prescott and Russell	16	2,845	3	2,864	1,483	1,381	1,721	60
31	Prince Edward	....	2,028	....	2,028	1,026	1,002	1,254	62
32	Renfrew	16	5,706	1	5,723	2,895	2,828	3,068	54
33	Simcoe	6	8,238	....	8,244	4,222	4,022	4,874	59
34	Stormont	4	2,628	....	2,632	1,369	1,263	1,567	59
35	Victoria	3	3,188	....	3,191	1,649	1,542	1,990	62
36	Waterloo	3	3,690	....	3,693	1,922	1,771	2,548	69
37	Welland	5	4,576	1	4,582	2,401	2,181	2,717	59
38	Wellington	6	4,287	....	4,293	2,230	2,063	2,758	64
39	Wentworth	6	5,833	....	5,839	2,899	2,940	3,691	63
40	York	3	16,060	....	16,063	8,217	7,846	9,758	61
41	Algoma	5	2,943	....	2,948	1,482	1,466	1,516	51
42	Kenora	4	566	....	570	302	268	287	50
43	Manitoulin	2	1,678	....	1,680	863	817	920	55
44	Muskoka	11	2,688	....	2,699	1,373	1,326	1,406	52
45	Nipissing	6	1,681	1	1,688	889	799	869	51
46	Parry Sound	2	3,731	2	3,735	1,867	1,868	1,845	49
47	Rainy River	1	1,265	....	1,266	636	630	613	48
48	Sudbury	10	3,181	....	3,191	1,566	1,625	1,592	50
49	Timiskaming, etc.	2	3,637	....	3,639	1,876	1,763	1,895	52
50	Thunder Bay	....	2,103	....	2,103	1,029	1,074	1,012	48
Totals		258	203,622	10	203,890	104,351	99,539	122,417	60.04

**THE PUBLIC SCHOOLS—Continued**  
**1. TABLE A—SCHOOL ATTENDANCE—Continued**

Cities	Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
1 Belleville .....	...	1,908	...	1,908	934	974	1,252	66
2 Brantford .....	...	4,434	...	4,434	2,241	2,193	3,161	71
3 Chatham .....	71	2,315	...	2,386	1,212	1,174	1,470	62
4 Fort William .....	...	3,515	...	3,515	1,755	1,760	2,552	73
5 Galt .....	...	2,225	...	2,225	1,117	1,108	1,711	77
6 Guelph .....	2	2,724	1	2,727	1,344	1,383	1,888	69
7 Hamilton .....	56	18,175	1	18,232	9,155	9,077	13,209	72
8 Kingston .....	68	3,316	...	3,384	1,686	1,698	2,352	70
9 Kitchener .....	16	2,989	...	3,005	1,528	1,477	2,242	75
10 London .....	78	9,790	...	9,868	4,909	4,959	6,559	67
11 Niagara Falls .....	...	2,150	...	2,150	1,052	1,098	1,538	72
12 Ottawa .....	181	11,278	...	11,459	5,724	5,735	7,818	68
13 Peterborough .....	...	3,374	...	3,374	1,755	1,619	2,474	73
14 Port Arthur .....	...	2,973	...	2,973	1,435	1,538	2,064	69
15 St. Catharines .....	7	2,935	1	2,943	1,494	1,449	1,900	65
16 St. Thomas .....	12	2,691	...	2,703	1,377	1,326	2,140	79
17 Sarnia .....	...	2,137	...	2,137	1,062	1,075	1,605	75
18 Sault Ste. Marie.....	33	3,639	...	3,672	1,823	1,849	2,489	68
19 Stratford .....	...	2,632	...	2,632	1,335	1,297	1,947	74
20 Toronto .....	75	81,099	1	81,175	40,772	40,403	56,271	69
21 Welland .....	...	1,777	...	1,777	909	868	1,148	65
22 Windsor .....	...	4,070	...	4,070	2,046	2,024	2,797	69
23 Woodstock .....	...	1,474	...	1,474	757	717	1,072	73
Totals .....	599	173,620	4	174,223	87,422	86,801	121,659	69.82
<b>Towns</b>								
1 Alexandria .....	...	70	...	70	28	42	43	61
2 Alliston .....	...	257	...	257	122	135	183	71
3 Almonte.....	...	339	...	339	170	169	241	71
4 Amherstburg .....	...	296	...	296	149	147	165	56
5 Arnprior .....	...	507	...	507	253	254	398	78
6 Aurora .....	...	490	...	490	252	238	337	69
7 Aylmer.....	25	432	...	457	262	195	326	71
8 Bala .....	...	86	...	86	31	55	58	67
9 Barrie .....	...	1,389	...	1,389	702	687	897	65
10 Blenheim .....	...	344	...	344	169	175	250	73
11 Blind River.....	...	171	...	171	73	98	108	63
12 Bonfield.....	...	40	...	40	18	22	21	55
13 Bothwell .....	...	117	...	117	59	58	86	73
14 Bowmanville .....	...	580	...	580	303	277	393	68
15 Bracebridge .....	...	543	...	543	265	278	406	75
16 Brampton .....	...	828	...	828	413	415	578	70
17 Bridgeburg .....	...	387	...	387	208	179	268	69
18 Brockville .....	...	1,371	...	1,371	694	677	1,079	79
19 Bruce Mines .....	...	171	...	171	84	87	106	62
20 Burlington .....	...	585	...	585	284	301	323	55
21 Cache Bay .....	...	135	...	135	66	69	87	64
22 Campbellford .....	...	633	...	633	307	326	417	66
23 Capreol .....	...	183	...	183	91	92	70	38
24 Carleton Place .....	...	809	...	809	400	409	538	67
25 Charlton .....	...	97	...	97	57	40	39	40
26 Chesley .....	...	354	...	354	182	172	256	72
27 Clinton .....	...	325	...	325	154	171	250	77
28 Cobalt .....	...	875	...	875	446	429	558	64
29 Cobourg .....	4	700	...	704	346	358	438	62
30 Cochrane .....	...	372	...	372	179	193	200	54
31 Collingwood .....	...	1,364	...	1,364	632	732	1,014	74
32 Copper Cliff .....	48	664	...	712	352	360	505	71
3 Cornwall .....	...	561	...	561	279	282	424	76

**THE PUBLIC SCHOOLS—Continued**  
**I. TABLE A—SCHOOL ATTENDANCE—Continued**

Towns—Continued		Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
34	Deseronto.....	2	440	....	442	232	210	285	64
35	Dresden.....	....	240	....	240	130	110	178	74
36	Dryden.....	....	250	....	250	105	145	147	59
37	Dundas.....	....	889	....	889	427	462	636	72
38	Dunnville.....	....	502	....	502	254	248	358	71
39	Durham.....	....	311	....	311	149	162	228	73
40	Eastview.....	....	499	....	499	248	251	232	46
41	Englehart.....	....	196	....	196	96	100	106	54
42	Essex.....	....	321	....	321	162	159	210	65
43	Ford.....	....	266	....	266	113	153	141	53
44	Forest.....	....	233	....	233	119	114	179	77
45	Fort Frances.....	....	410	....	410	200	210	280	68
46	Gananoque.....	....	748	....	748	376	372	527	70
47	Goderich.....	....	647	....	647	333	314	464	72
48	Gore Bay.....	....	156	....	156	72	84	115	74
49	Gravenhurst.....	....	352	....	352	175	177	212	60
50	Haileybury.....	....	610	....	610	318	292	381	62
51	Hanover.....	....	523	....	523	246	277	353	67
52	Harriston.....	1	244	....	245	132	113	175	71
53	Hawkesbury.....	....	186	....	186	89	97	117	63
54	Hespeler.....	....	605	....	605	297	308	423	70
55	Huntsville.....	....	516	....	516	245	271	355	69
56	Ingersoll.....	....	952	....	952	506	446	662	70
57	Iroquois Falls.....	....	309	....	309	161	148	167	54
58	Kearney.....	....	105	....	105	49	56	76	72
59	Keewatin.....	....	267	....	267	135	132	193	72
60	Kenora.....	....	968	....	968	505	463	657	68
61	Kincardine.....	....	334	....	334	182	152	252	75
62	Kingsville.....	....	412	....	412	213	199	280	68
63	Latchford.....	....	69	....	69	35	34	49	71
64	Leamington.....	....	675	....	675	330	345	474	70
65	Lindsay.....	....	1,201	....	1,201	598	603	877	73
66	Listowel.....	....	383	....	383	192	191	277	72
67	Little Current.....	....	187	....	187	87	100	124	66
68	Massey.....	....	113	....	113	62	51	82	72
69	Matheson.....	....	132	....	132	79	53	70	53
70	Mattawa.....	....	45	....	45	21	24	24	53
71	Meaford.....	....	498	....	498	244	254	364	73
72	Merritton.....	....	375	....	375	173	202	261	70
73	Midland.....	....	1,630	....	1,630	804	826	1,096	67
74	Milton.....	....	364	....	364	171	193	270	74
75	Mimico.....	....	675	....	675	308	367	427	63
76	Mitchell.....	....	258	....	258	128	130	184	71
77	Mount Forest.....	....	226	....	226	109	117	172	76
78	Napanee.....	....	537	....	537	270	267	373	69
79	New Liskeard.....	....	508	....	508	244	264	344	68
80	Newmarket.....	....	671	....	671	334	337	486	72
81	Niagara.....	....	208	....	208	108	100	160	77
82	North Bay.....	....	1,346	....	1,346	683	663	995	74
83	Oakville.....	....	552	....	552	283	269	367	66
84	Orangeville.....	....	370	....	370	182	188	277	75
85	Orillia.....	....	1,443	....	1,443	739	704	1,060	73
86	Oshawa.....	....	1,933	....	1,933	976	957	1,321	68
87	Owen Sound.....	....	2,323	....	2,323	1,142	1,181	1,689	73
88	Palmerston.....	....	298	....	298	152	146	216	72
89	Paris.....	....	701	....	701	345	356	506	72
90	Parkhill.....	....	140	....	140	70	70	95	68
91	Parry Sound.....	....	1,153	....	1,153	558	595	723	63
92	Pembroke.....	47	887	....	934	473	461	679	73



**THE PUBLIC SCHOOLS—Continued**  
**I. TABLE A—SCHOOL ATTENDANCE—Concluded**

Towns—Concluded		Pupils under 5 years of age	Pupils between 5 and 21 years of age	Pupils over 21 years of age	Total number of pupils attending school	Boys	Girls	Average daily attendance of pupils	Percentage of average to total attendance
*93	Penetanguishene .....		942		942	455	487	680	72
94	Perth .....		446		446	218	228	337	76
95	Petrolia .....		579		579	295	284	394	68
96	Pictou .....		507		507	258	249	319	63
97	Port Colborne .....		674		674	352	322	481	71
98	Port Hope .....		789		789	390	399	573	73
99	Powassan .....		146		146	61	85	100	68
100	Prescott .....	6	366		372	195	177	237	64
101	Preston .....		832		832	427	405	628	75
102	Rainy River .....		361		361	190	171	230	64
103	Renfrew .....	4	620		624	327	297	433	69
104	Ridgetown .....		330		330	153	177	228	69
105	Rockland .....		72		72	40	32	47	65
106	St. Mary's .....		567		567	275	292	420	74
107	Sandwich .....		373		373	191	182	233	62
108	Seaforth .....		290		290	133	157	234	81
109	Simcoe .....		767		767	399	368	484	63
110	Sioux Lookout .....		183		183	84	99	114	62
111	Smith's Falls .....		1,177		1,177	592	585	822	70
112	Southampton .....		348		348	177	171	229	66
113	Stayner .....		203		203	113	90	134	66
114	Strathroy .....		441		441	220	221	298	68
115	Sturgeon Falls .....		204		204	101	103	119	58
116	Sudbury .....		960		960	484	476	704	73
117	Thessalon .....		407		407	180	227	285	70
118	Thornbury .....		186		186	101	85	136	73
119	Thorold .....		530		530	266	264	362	68
120	Tilbury .....		173		173	97	76	109	63
121	Tillsonburg .....	6	577		583	296	287	420	72
122	Timmins .....		336		336	168	168	215	64
123	Trenton .....		1,141		1,141	579	562	678	59
124	Trout Creek .....		121		121	57	64	66	55
125	Uxbridge .....		205		205	105	100	164	80
126	Vankleek Hill .....		133		133	68	65	102	77
127	Walkerton .....		256		256	131	125	179	70
128	Walkerville .....	2	1,069		1,071	551	520	704	66
129	Wallaceburg .....		671		671	309	362	463	69
130	Waterloo .....		798		798	385	413	633	79
131	Webbwood .....		151		151	83	63	94	62
132	Weston .....		655		655	337	318	455	69
133	Whitby .....		422		422	233	189	298	71
134	Warton .....		417		417	218	199	242	58
135	Wingham .....		374		374	177	197	277	74
Totals .....		145	69,266		69,411	34,670	34,741	47,953	69.08
Totals									
1	Rural Schools .....	258	203,622	10	203,890	104,351	99,539	122,417	60.04
2	Cities .....	599	173,620	4	174,223	87,422	86,801	121,659	69.82
3	Towns .....	145	69,266		69,411	34,670	34,741	47,953	69.08
4	Villages .....	10	24,194	1	24,205	12,053	12,152	16,679	68.90
5	Grand Totals, 1919 .....	1012	470,702	15	471,729	238,496	233,233	308,708	65.44
6	Grand Totals, 1918 .....	846	456,757	12	457,615	231,066	226,549	261,164	57.07
7	Increases .....	166	13,945	3	14,114	7,430	6,684	47,544	8.37
8	Percentages .....	.21	99.99			50.55	49.44	65.44	

\* Including Protestant Separate School.

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Kindergarten- Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
1 Brant .....	141	769	495	674	806	724
2 Bruce .....		1,185	684	936	1,150	1,151
3 Carleton .....		1,569	726	1,110	1,080	1,182
4 Dufferin .....		521	290	450	517	479
5 Dundas .....		621	273	516	496	590
6 Elgin .....		806	465	703	945	997
7 Essex .....		1,607	840	1,179	1,057	785
8 Frontenac .....		1,237	528	713	758	852
9 Glengarry .....		855	418	603	515	460
10 Grey .....		1,523	834	1,168	1,525	1,440
11 Haldimand .....		590	306	456	506	565
12 Haliburton .....		540	201	299	279	186
13 Halton .....		555	238	375	509	442
14 Hastings .....		1,849	796	1,272	1,255	1,071
15 Huron .....		1,063	650	1,230	1,293	1,282
16 Kent .....		1,532	804	1,150	1,098	1,177
17 Lambton .....		1,003	715	849	1,039	1,161
18 Lanark .....	2	731	361	549	564	584
19 Leeds and Grenville .....		1,458	1,100	1,019	963	1,044
20 Lennox and Addington .....	6	774	357	577	578	607
21 Lincoln .....	5	929	375	695	739	627
22 Middlesex .....		1,339	796	1,395	1,444	1,462
23 Norfolk .....		835	451	757	735	623
24 Northumberland and Durham .....		1,396	764	1,230	1,317	1,252
25 Ontario .....		1,191	621	919	1,014	941
26 Oxford .....		1,030	630	908	1,155	941
27 Peel .....		678	322	469	638	557
28 Perth .....	5	745	501	600	1,105	1,089
29 Peterborough .....		912	407	629	635	553
30 Prescott and Russell .....		930	429	456	441	549
31 Prince Edward .....		471	293	332	483	421
32 Renfrew .....		1,763	799	1,122	1,043	930
33 Simcoe .....		2,110	1,113	1,778	1,722	1,483
34 Stormont .....	10	708	309	503	482	609
35 Victoria .....		775	377	625	646	702
36 Waterloo .....		775	464	825	883	735
37 Welland .....	82	1,254	628	787	957	824
38 Wellington .....		884	526	748	958	1,091
39 Wentworth .....	217	1,496	817	902	1,269	1,076
40 York .....	52	4,772	2,616	3,602	3,017	1,946
41 Algoma .....	41	957	360	544	565	454
42 Kenora .....	4	234	62	106	99	65
43 Manitoulin .....	20	470	226	281	357	307
44 Muskoka .....		805	539	478	542	500
45 Nipissing .....	260	505	253	297	233	139
46 Parry Sound .....		1,182	537	742	705	506
47 Rainy River .....		405	162	223	229	223
48 Sudbury .....	53	1,348	487	512	420	347
49 Timiskaming, etc. ....	129	1,348	420	633	626	480
50 Thunder Bay .....	63	780	329	596	313	203
Totals .....	1,090	53,815	27,494	39,322	41,705	38,414

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History
1	22	3,104	3,030	3,156	3,211	3,213	838	1,405
2	37	4,870	3,952	3,671	4,421	4,283	1,529	1,521
3	11	5,409	4,378	4,107	4,896	5,132	1,253	2,557
4	29	2,128	1,708	1,525	1,882	1,792	594	677
5	17	2,433	1,920	1,387	2,029	2,033	774	877
6	72	3,876	3,139	3,556	3,786	3,735	1,034	1,383
7	27	5,366	3,547	3,473	5,008	5,066	1,836	1,594
8	4	4,092	2,891	3,301	4,092	4,092	838	1,726
9	18	2,607	1,977	2,120	2,179	2,315	549	930
10	77	5,960	4,895	4,012	5,213	5,283	1,558	2,315
11	24	2,344	1,742	1,774	1,930	1,906	766	812
12	25	1,526	950	837	1,388	1,400	300	354
13	19	2,013	1,510	1,558	1,817	1,700	534	707
14	47	6,013	4,976	5,803	5,714	5,658	1,168	2,149
15	190	5,227	4,409	3,955	4,901	4,836	1,709	1,963
16	78	5,584	4,248	3,816	4,556	4,755	1,516	2,101
17	120	4,659	3,728	3,211	4,460	4,599	1,401	2,716
18	15	2,787	2,408	1,794	2,437	2,420	735	980
19	33	5,551	3,907	4,083	4,264	4,419	1,498	2,126
20	31	2,645	2,168	2,051	2,472	2,407	665	958
21	29	3,376	2,471	3,002	3,016	2,957	890	1,239
22	71	6,434	5,290	4,730	5,812	5,764	1,800	2,591
23	22	3,331	2,658	2,687	2,988	3,090	674	1,325
24	93	5,666	4,480	4,182	4,917	4,995	1,557	2,026
25	45	4,658	3,313	4,188	3,407	4,449	1,003	1,758
26	64	4,670	3,750	3,303	4,258	4,242	1,133	1,821
27	10	2,578	2,155	1,842	2,347	2,223	646	855
28	60	4,055	3,473	3,332	3,687	3,660	1,450	1,376
29	10	3,016	2,277	1,999	2,443	2,516	492	1,126
30	59	2,823	2,095	1,547	2,202	2,429	671	1,098
31	28	2,028	2,028	1,228	2,028	2,028	561	855
32	66	5,378	4,963	5,572	5,201	5,201	993	2,534
33	38	8,094	7,018	4,758	7,481	7,045	1,830	3,013
34	11	2,488	2,176	1,713	2,319	2,308	747	1,177
35	66	3,100	2,519	2,126	2,664	2,653	805	1,143
36	11	3,693	3,384	3,299	3,693	3,693	902	974
37	50	4,525	3,228	3,396	3,337	3,315	1,123	1,116
38	86	4,157	3,337	3,251	3,650	3,536	1,885	1,643
39	62	5,741	4,445	5,693	5,039	4,590	1,308	2,668
40	58	16,063	14,368	15,579	13,642	14,045	2,906	4,136
41	27	2,925	2,033	2,126	2,341	2,360	574	675
42	....	460	328	410	362	361	96	141
43	19	1,542	1,127	1,020	1,249	1,255	374	591
44	35	2,551	1,817	1,492	2,178	2,066	756	1,005
45	1	1,592	1,081	1,251	1,447	1,422	223	483
46	63	3,615	2,520	3,025	3,701	3,358	731	985
47	24	1,190	922	888	980	973	258	391
48	24	2,727	1,763	2,528	2,187	2,240	530	656
49	3	3,436	2,371	2,870	3,180	3,447	539	914
50	19	2,030	1,437	1,653	1,916	1,933	280	516
2,050		196,136	156,310	153,880	174,328	175,198	48,832	71,222



## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Rural Schools	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration
1 Brant .....	1,444	2,778	3,019	3,528	17	17
2 Bruce .....	1,987	3,877	4,181	4,493	41	16
3 Carleton .....	3,158	4,830	5,091	5,579	5	5
4 Dufferin .....	914	1,766	1,988	2,189	6	17
5 Dundas .....	1,042	1,541	1,695	2,464	8	16
6 Elgin .....	1,924	3,798	3,814	3,856	28	37
7 Essex .....	1,837	5,090	5,045	5,427	13	18
8 Frontenac .....	1,728	4,092	4,092	4,092	.....	4
9 Glengarry .....	1,093	1,970	2,152	2,669	33	4
10 Grey .....	2,788	4,990	5,606	6,006	25	31
11 Haldimand .....	1,040	1,763	2,032	2,414	15	30
12 Haliburton .....	538	1,294	1,460	1,352	17	19
13 Halton .....	900	1,518	1,866	2,023	8	15
14 Hastings .....	2,456	5,532	5,437	6,161	33	27
15 Huron .....	2,485	4,179	4,636	5,342	133	162
16 Kent .....	2,442	4,279	4,659	5,493	51	44
17 Lambton .....	2,764	4,164	4,275	4,826	52	93
18 Lanark .....	1,299	2,232	2,472	2,785	3	14
19 Leeds and Grenville .....	2,865	4,186	4,467	5,508	3	17
20 Lennox and Addington .....	1,131	2,294	2,536	2,742	9	10
21 Lincoln .....	1,399	2,824	3,161	3,378	18	24
22 Middlesex .....	3,050	4,843	5,281	6,384	85	49
23 Norfolk .....	1,462	2,769	3,131	3,333	20	18
24 Northumberland and Durham ..	2,283	4,240	5,085	5,551	40	66
25 Ontario .....	1,787	2,808	4,529	4,630	46	29
26 Oxford .....	2,073	4,353	4,515	4,714	37	45
27 Peel .....	1,033	1,953	2,290	2,632	5	11
28 Perth .....	1,766	3,473	3,683	3,986	27	35
29 Peterborough .....	1,188	2,402	2,806	2,723	6	7
30 Prescott and Russell .....	1,289	2,345	2,300	2,514	40	40
31 Prince Edward .....	958	2,028	2,028	2,028	9	9
32 Renfrew .....	2,897	5,012	5,483	5,617	52	55
33 Simcoe .....	3,420	5,971	6,910	7,556	42	37
34 Stormont .....	1,252	1,948	2,157	2,570	9	1
35 Victoria .....	1,346	2,544	2,791	2,872	43	48
36 Waterloo .....	1,363	3,410	3,673	3,532	1	4
37 Welland .....	1,539	3,375	3,907	4,238	16	44
38 Wellington .....	2,011	3,502	3,654	4,057	30	58
39 Wentworth .....	2,718	4,615	5,158	5,598	34	57
40 York .....	4,565	14,364	14,901	16,063	41	50
41 Algoma .....	1,146	2,397	2,643	2,728	19	20
42 Kenora .....	211	354	384	441	.....	.....
43 Manitoulin .....	767	1,406	1,531	1,454	16	19
44 Muskoka .....	1,286	2,090	2,278	2,164	27	34
45 Nipissing .....	724	1,372	1,445	1,374	.....	1
46 Parry Sound .....	1,329	3,094	3,433	3,335	61	54
47 Rainy River .....	459	872	1,073	1,179	20	24
48 Sudbury .....	1,086	2,351	2,327	2,626	21	26
49 Timiskaming .....	1,274	2,972	3,239	3,382	4	3
50 Thunder Bay, etc. ....	664	1,967	1,986	2,004	17	18
Totals .....	84,180	163,827	178,305	193,617	1,286	1,482

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1	17	.....	15	15	.....	15	53	182	28	23
2	14	1	2	.....	.....	3	32	1,161	586	155
3	3	1	.....	.....	.....	.....	.....	671	480	326
4	17	4	12	.....	4	.....	.....	401	129	32
5	16	8	11	6	5	16	.....	1,223	.....	17
6	18	.....	2	.....	.....	29	.....	2,034	794	349
7	19	.....	12	14	570	14	.....	699	32	.....
8	4	.....	1	.....	.....	1	.....	81	13	13
9	6	.....	6	4	89	4	.....	1,099	149	74
10	29	12	4	5	.....	9	5	804	466	31
11	28	5	8	10	.....	25	6	512	.....	.....
12	19	2	.....	.....	.....	12	.....	.....	.....	.....
13	15	8	1	2	.....	7	.....	668	213	40
14	27	5	6	.....	.....	10	.....	1,236	1,138	196
15	138	46	77	10	18	130	55	1,504	266	19
16	35	12	7	4	171	27	.....	2,663	747	.....
17	93	54	45	46	.....	81	17	1,232	903	73
18	12	1	10	2	11	10	.....	834	65	22
19	17	2	15	14	.....	6	.....	1,301	73	58
20	8	2	1	1	.....	1	.....	33	.....	.....
21	24	13	8	1	6	20	6	712	146	361
22	35	9	3	3	.....	25	9	2,376	1,956	311
23	14	1	7	2	2	2	.....	419	172	61
24	64	41	40	2	27	47	7	1,057	102	109
25	29	15	15	.....	13	26	13	523	85	.....
26	43	4	10	.....	.....	36	19	1,074	216	34
27	10	5	4	4	.....	5	.....	548	.....	183
28	34	14	20	.....	4	20	.....	2,333	114	.....
29	7	1	2	.....	.....	.....	3	105	.....	19
30	37	13	26	23	791	27	1	228	202	47
31	.....	.....	.....	.....	.....	.....	2	585	1,882	78
32	52	8	24	24	.....	54	.....	311	.....	30
33	22	8	11	2	1	21	19	1,659	364	222
34	.....	.....	.....	.....	.....	.....	.....	740	171	15
35	55	1	9	1	.....	13	13	31	.....	.....
36	4	4	3	.....	1	3	.....	620	426	16
37	39	25	24	15	.....	25	8	562	277	180
38	57	21	29	13	.....	31	11	1,047	459	53
39	54	19	47	12	11	45	21	1,912	817	1,022
40	50	.....	.....	.....	.....	47	.....	3,156	465	248
41	20	14	.....	.....	.....	18	18	518	98	35
42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	19	2	18	18	.....	19	.....	25	25	25
44	30	3	13	.....	8	28	8	142	204	27
45	1	.....	.....	.....	534	.....	.....	157	154	26
46	51	21	10	.....	12	51	.....	100	93	35
47	19	3	1	.....	5	14	.....	82	.....	.....
48	22	1	12	.....	42	16	7	83	107	.....
49	3	2	.....	.....	2	3	2	300	245	57
50	18	18	.....	.....	.....	17	.....	16	.....	13
	1,848	429	571	253	2,327	1,013	335	39,759	14,870	4,635

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Cities	Kindergarten	Kindergarten- Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
1 Belleville.....		508	545	279	368	388	328
2 Brantford.....		117	940	613	808	1,030	535
3 Chatham.....	258	212	320	299	490	422	385
4 Fort William.....	356	131	750	505	559	688	540
5 Galt.....		188	522	252	468	501	351
6 Guelph.....	145	482	328	437	549	445	
7 Hamilton.....	1,677	139	3,011	2,424	4,330	3,843	2,593
8 Kingston.....	145	190	744	434	393	778	650
9 Kitchener.....	165	108	487	375	709	682	479
10 London.....	873	225	1,423	1,191	2,174	1,998	1,984
11 Niagara Falls.....		601	335	425	397	397	392
12 Ottawa.....	1,365		1,724	1,490	1,528	2,686	2,261
13 Peterborough.....	193	271	698	440	600	611	561
14 Port Arthur.....	258		605	437	668	443	562
15 St. Catharines.....		262	644	431	415	626	565
16 St. Thomas.....		305	584	281	418	585	530
17 Sarnia.....			423	330	407	508	469
18 Sault Ste. Marie.....	410	109	743	513	573	689	635
19 Stratford.....		256	421	310	354	647	644
20 Toronto.....	9,381		14,179	9,115	16,285	17,440	14,320
21 Welland.....	143		434	278	349	374	199
22 Windsor.....			1,424	644	871	672	459
23 Woodstock.....			413	193	232	323	313
Totals.....	15,369	3,021	32,117	21,547	33,861	36,880	30,200
Towns							
1 Alexandria.....			20	8	14	15	13
2 Alliston.....			92	40	42	42	41
3 Almonte.....			88	40	83	65	63
4 Amherstburg.....			133	55	36	28	44
5 Arnprior.....			106	72	80	154	95
6 Aurora.....			113	71	91	142	73
7 Aylmer.....	33	38	44	45	90	83	124
8 Bala.....			26	4	11	24	10
9 Barrie.....		90	354	168	339	209	229
10 Blenheim.....			102	51	46	41	104
11 Blind River.....			69	22	14	26	40
12 Bonfield.....			17	4	9	6	4
13 Bothwell.....			22	13	30	19	33
14 Bowmanville.....			143	96	136	101	104
15 Bracebridge.....			180	60	125	100	78
16 Brampton.....			181	175	214	141	117
17 Bridgeburg.....		71	53	40	54	77	92
18 Brockville.....			363	201	198	287	322
19 Bruce Mines.....			62	40	24	27	18
20 Burlington.....		167	94	89	90	80	74
21 Cache Bay.....			40	15	25	26	26
22 Campbellford.....			142	97	115	137	142
23 Capreol.....			88	47	30	8	10
24 Carleton Place.....			233	170	136	131	139
25 Charlton.....			28	11	30	12	16
26 Chesley.....			74	44	74	80	82
27 Clinton.....			83	36	33	68	105
28 Cobalt.....			297	114	189	152	123
29 Cobourg.....	41	35	120	98	179	122	109
30 Cochrane.....			140	52	77	50	53
31 Collingwood.....	114		318	172	259	253	248
32 Copper Cliff.....	64		225	118	148	74	83
33 Cornwall.....			138	79	84	148	112



## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
1	.....	1,908	1,908	1,908	1,908	1,908	328	408	751
2	.....	4,434	4,434	4,434	4,434	4,434	535	758	1,122
3	.....	1,983	1,636	2,163	1,983	1,938	557	867	931
4	.....	3,159	2,292	3,159	3,159	3,159	540	1,228	1,228
5	.....	2,225	2,225	2,225	2,225	2,225	428	582	1,121
6	153	2,241	2,048	2,377	2,290	2,235	785	1,004	1,230
7	215	16,742	14,903	18,232	16,237	16,087	3,265	6,579	9,084
8	.....	3,237	2,492	3,384	3,059	2,835	650	1,091	1,383
9	.....	3,005	3,005	3,005	3,005	3,005	479	2,923	2,923
10	.....	9,062	8,424	9,138	8,777	8,819	1,984	4,203	5,189
11	.....	2,150	1,608	2,150	1,741	1,893	487	551	774
12	405	10,094	10,094	11,459	10,094	10,094	2,511	4,908	5,096
13	.....	3,181	2,212	3,374	3,181	3,181	561	1,172	1,772
14	.....	2,715	2,110	2,973	2,715	2,110	562	1,005	1,005
15	.....	2,681	1,606	.....	1,606	1,606	565	1,191	1,191
16	.....	2,431	1,989	1,968	2,300	2,195	515	672	938
17	.....	2,137	2,137	2,137	2,137	2,137	469	1,369	1,369
18	.....	3,339	2,735	3,410	3,219	3,194	749	730	934
19	.....	2,632	2,632	2,632	2,632	2,632	863	728	1,212
20	455	71,637	67,393	73,075	70,353	69,593	20,944	25,465	36,050
21	.....	1,634	1,200	1,777	1,777	1,777	573	573	573
22	.....	4,070	2,302	4,070	2,646	2,646	459	459	1,131
23	.....	1,474	1,016	1,474	1,474	1,016	313	257	423
	1,228	158,171	142,401	160,524	152,952	150,719	39,122	58,723	77,435
1	.....	50	50	70	50	50	13	50	50
2	.....	257	165	257	257	257	56	59	105
3	.....	339	251	339	339	339	63	128	211
4	.....	296	163	252	296	296	72	30	72
5	.....	507	507	507	507	507	95	507	507
6	.....	490	490	490	377	377	73	73	135
7	.....	386	348	424	386	386	164	348	348
8	11	86	60	86	60	86	45	55	56
9	.....	1,389	1,281	1,389	829	1,281	229	229	762
10	.....	344	242	344	344	344	104	147	104
11	.....	171	171	171	171	171	23	23	171
12	.....	40	23	40	23	40	4	2	23
13	.....	117	117	.....	95	95	33	52	52
14	.....	580	437	580	580	580	104	119	151
15	.....	543	363	.....	543	543	123	178	178
16	.....	647	472	828	647	647	117	80	117
17	.....	337	223	387	223	263	169	169	169
18	.....	1,371	1,371	1,371	1,371	1,371	322	1,371	1,371
19	.....	171	109	171	171	171	18	18	45
20	.....	585	513	545	585	585	434	428	439
21	3	135	135	132	132	132	29	125	135
22	.....	633	633	633	633	633	633	100	142
23	.....	183	183	183	183	183	10	1	9
24	.....	809	576	809	576	576	139	139	270
25	.....	97	69	97	97	97	28	16	28
26	.....	354	293	354	293	354	82	248	264
27	.....	325	325	325	325	325	105	325	325
28	.....	875	875	875	875	875	123	307	515
29	.....	628	508	704	628	628	109	103	128
30	.....	372	232	372	372	372	53	180	180
31	.....	1,241	899	946	1,146	1,187	315	352	515
32	.....	648	423	648	423	423	157	83	157
33	.....	561	561	561	561	561	112	217	152

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Cities—Concluded	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
1 Belleville .....	1,908	1,908	1,908	.....	.....	.....
2 Brantford .....	4,434	4,434	4,434	.....	.....	.....
3 Chatham .....	2,199	1,983	2,089	.....	.....	.....
4 Fort William .....	3,159	3,159	3,159	.....	.....	.....
5 Galt .....	2,146	2,225	2,019	.....	.....	.....
6 Guelph .....	2,157	2,217	2,596	153	153	.....
7 Hamilton .....	15,723	16,510	18,232	215	215	215
8 Kingston .....	2,947	3,260	2,845	.....	.....	.....
9 Kitchener .....	3,005	3,005	3,005	.....	.....	.....
10 London .....	9,099	9,190	9,153	.....	.....	.....
11 Niagara Falls .....	1,998	1,998	2,150	.....	.....	.....
12 Ottawa .....	10,094	10,094	10,094	186	405	.....
13 Peterborough .....	3,181	3,181	3,374	.....	.....	.....
14 Port Arthur .....	2,715	2,715	2,715	.....	.....	.....
15 St. Catharines .....	1,191	2,037	2,943	.....	.....	.....
16 St. Thomas .....	2,473	2,500	2,332	.....	.....	.....
17 Sarnia .....	2,137	2,137	2,137	.....	.....	.....
18 Sault Ste. Marie .....	3,362	3,368	3,476	.....	.....	.....
19 Stratford .....	2,632	2,632	2,632	.....	.....	.....
20 Toronto .....	67,793	71,878	73,728	455	455	403
21 Welland .....	1,149	1,777	1,777	.....	.....	.....
22 Windsor .....	2,646	4,070	4,070	.....	.....	.....
23 Woodstock .....	708	1,474	1,474	.....	.....	.....
Totals .....	148,856	157,752	162,342	1,009	1,228	618
Towns						
1 Alexandria .....	70	70	70	.....	.....	.....
2 Alliston .....	257	257	257	.....	.....	.....
3 Almonte .....	339	339	339	.....	.....	.....
4 Amherstburg .....	296	296	296	.....	.....	.....
5 Arnprior .....	507	507	507	.....	.....	.....
6 Aurora .....	377	490	490	.....	.....	.....
7 Aylmer .....	386	424	424	.....	.....	.....
8 Bala .....	86	86	86	11	11	11
9 Barrie .....	882	1,389	1,389	.....	.....	.....
10 Blenheim .....	344	344	344	.....	.....	.....
11 Blind River .....	171	171	171	.....	.....	.....
12 Bonfield .....	40	23	40	.....	.....	.....
13 Bothwell .....	95	117	95	.....	.....	.....
14 Bowmanville .....	580	580	580	.....	.....	.....
15 Bracebridge .....	303	543	543	.....	.....	.....
16 Brampton .....	472	472	828	.....	.....	.....
17 Bridgeburg .....	387	387	387	.....	.....	.....
18 Brockville .....	1,371	1,371	1,371	.....	.....	.....
19 Bruce Mines .....	171	171	171	.....	.....	.....
20 Burlington .....	513	585	585	.....	.....	.....
21 Cache Bay .....	132	132	135	3	3	3
22 Campbellford .....	633	633	633	.....	.....	.....
23 Capreol .....	183	183	183	.....	.....	.....
24 Carleton Place .....	576	809	809	.....	.....	.....
25 Charlton .....	97	97	97	.....	.....	.....
26 Chesley .....	354	354	354	.....	.....	.....
27 Clinton .....	325	325	325	.....	.....	.....
28 Cobalt .....	875	875	875	.....	.....	.....
29 Cobourg .....	410	663	663	.....	.....	.....
30 Cochrane .....	372	372	372	.....	.....	.....
31 Collingwood .....	936	1,148	1,247	.....	.....	.....
32 Copper Cliff .....	157	423	648	.....	.....	.....
33 Cornwall .....	561	561	561	.....	.....	.....

SCHOOLS—Continued  
VARIOUS BRANCHES OF INSTRUCTION—Continued

Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
1							1,102	112
2						607	506	545
3							900	614
4						69	243	297
5						228	158	193
6					153	54	437	537
7	112				215		2,129	1,784
8							3,376	529
9						121	2,647	128
10						953	1,342	1,366
11								
12				219	405	1,969	2,832	3,572
13						141	150	160
14						85	234	328
15								
16						1,058	752	693
17							404	537
18						199	1,895	1,588
19						824	656	604
20	325			56	440		67,901	47,643
21								
22							591	540
23							313	313
	437			275	1,213	6,308	88,568	62,033
1								
2						28		
3								
4								
5								
6						73		
7						40		
8				11	11	45		
9								
10								
11								
12								
13								
14								
15								
16								
17								
18						287	303	306
19							102	
20								
21	3			3	2			
22								
23							133	
24								
25								
26							106	
27								
28							875	
29								
30								
31							198	303
32								
33							561	110



## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Kinder- garten	Kinder- garten- Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
34 Deseronto .....			101	82	127	69	63
35 Dresden .....			76	42	39	37	46
36 Dryden .....			45	47	57	51	50
37 Dundas .....		135	101	122	121	194	216
38 Dunnville .....			145	84	112	77	84
39 Durham .....			93	43	63	42	70
40 Eastview .....			165	77	129	81	47
41 Englehart .....		56	32	26	35	33	14
42 Essex .....		50	45	49	69	49	59
43 Ford .....			104	41	39	57	25
44 Forest .....			46	45	35	52	55
45 Fort Frances .....		22	69	67	94	78	80
46 Gananoque .....			158	119	168	146	157
47 Goderich .....	22	19	110	58	144	136	158
48 Gore Bay .....			29	14	41	38	34
49 Gravenhurst .....			91	49	73	95	43
50 Haileybury .....			176	77	162	115	80
51 Hanover .....		41	43	63	180	111	79
52 Harriston .....			53	45	40	48	59
53 Hawkesbury .....			59	19	22	36	50
54 Hespeler .....		86	88	90	136	91	110
55 Huntsville .....			147	86	136	75	72
56 Ingersoll .....	84		152	150	132	251	183
57 Iroquois Falls .....			181	22	35	38	32
58 Kearney .....			18	14	16	26	22
59 Keewatin .....			51	39	49	65	63
60 Kenora .....		43	199	139	179	226	182
61 Kincardine .....			82	46	57	72	77
62 Kingsville .....		45	63	47	93	77	61
63 Latchford .....			22	14	15	11	7
64 Leamington .....			195	82	145	126	127
65 Lindsay .....			310	137	278	255	221
66 Listowel .....			96	41	49	76	121
67 Little Current .....			36	34	39	38	40
68 Massey .....			33	5	24	19	32
69 Matheson .....			41	25	13	32	21
70 Mattawa .....			8	9	12	4	12
71 Meaford .....			99	67	113	91	123
72 Merritton .....		21	109	39	59	76	71
73 Midland .....			431	263	427	266	243
74 Milton .....			79	50	94	80	61
75 Mimico .....			159	89	112	144	125
76 Mitchell .....			30	27	37	69	95
77 Mount Forest .....			38	28	47	43	70
78 Napanee .....			138	76	112	98	113
79 New Liskeard .....			150	86	108	78	86
80 Newmarket .....			180	74	152	140	125
81 Niagara .....			47	29	54	36	42
82 North Bay .....	50		289	192	273	242	300
83 Oakville .....			130	94	99	104	125
84 Orangeville .....			79	66	58	77	90
85 Orillia .....			305	201	366	240	331
86 Oshawa .....			584	319	334	411	285
87 Owen Sound .....	206	25	342	319	546	425	460
88 Palmerston .....		11	48	54	89	59	37
89 Paris .....			145	91	107	179	179
90 Parkhill .....			28	12	21	36	43
91 Parry Sound .....			372	152	225	173	231
92 Pembroke .....	126		166	112	157	204	169
93* Penetanguishene .....			286	119	221	160	156

\*Including Protestant Separate School.

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
34	.....	442	442	442	442	442	63	132	132
35	.....	240	164	157	164	122	83	122	122
36	.....	250	250	100	150	150	50	30	20
37	.....	889	531	889	889	889	410	315	410
38	.....	502	395	.....	502	502	114	104	122
39	.....	311	175	311	218	218	112	175	175
40	.....	499	322	426	426	499	47	322	322
41	.....	196	196	196	196	196	182	25	30
42	.....	321	220	.....	220	271	220	59	108
43	.....	266	162	266	266	266	82	25	82
44	.....	233	187	233	233	233	55	142	142
45	.....	274	274	274	274	410	80	80	158
46	.....	748	590	568	748	748	157	471	471
47	.....	647	498	647	498	498	294	375	375
48	.....	129	129	.....	129	156	34	79	79
49	1	352	320	352	352	352	139	134	199
50	.....	610	434	610	434	434	80	195	357
51	.....	523	523	523	523	523	79	40	39
52	.....	245	245	138	245	245	107	107	147
53	.....	186	186	186	186	186	50	186	186
54	4	605	605	605	605	605	114	114	205
55	.....	516	321	516	447	447	72	117	259
56	.....	868	868	952	868	868	183	97	566
57	1	309	106	309	309	309	33	71	71
58	9	105	105	105	105	105	31	59	59
59	.....	216	216	267	216	216	63	90	177
60	.....	968	968	968	968	726	182	587	587
61	.....	334	334	334	334	334	77	159	196
62	26	367	257	412	257	257	164	61	103
63	.....	69	69	69	69	69	47	18	33
64	.....	675	675	675	675	675	253	135	332
65	.....	1,201	891	1,201	1,201	1,201	221	725	620
66	.....	383	246	383	383	383	197	118	157
67	.....	187	151	187	187	151	40	78	78
68	.....	113	113	113	113	113	32	21	11
69	.....	132	91	132	91	91	21	34	53
70	.....	45	45	45	45	45	12	16	16
71	.....	498	498	498	498	498	157	253	398
72	.....	346	255	375	267	288	71	174	185
73	.....	1,630	999	1,630	1,630	1,630	243	251	220
74	.....	364	364	364	364	364	61	141	141
75	46	675	516	675	675	675	171	172	182
76	.....	258	201	258	258	258	164	95	164
77	.....	226	226	.....	226	226	113	113	113
78	.....	537	399	537	537	537	113	60	113
79	.....	358	358	358	508	272	86	86	164
80	.....	671	491	671	491	671	125	122	105
81	.....	208	208	208	208	208	42	25	39
82	.....	1,296	695	1,296	1,296	1,296	300	394	542
83	.....	552	552	552	552	552	125	453	500
84	.....	370	370	370	325	325	90	136	167
85	.....	1,443	1,443	1,443	1,443	1,443	331	606	710
86	.....	1,933	1,228	1,933	1,403	1,403	285	448	593
87	.....	2,052	1,702	2,163	1,954	1,683	652	441	999
88	.....	298	298	298	298	298	96	96	96
89	.....	701	701	701	701	701	179	556	701
90	.....	140	140	140	140	140	43	41	63
91	.....	1,153	781	1,153	781	1,153	404	469	520
92	.....	808	808	808	808	808	169	197	333
93	.....	942	855	942	743	700	156	247	301

THE PUBLIC

II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
34 Deseronto .....	442	442	442	.....	.....	.....
35 Dresden .....	157	240	240	.....	.....	.....
36 Dryden .....	105	180	250	.....	.....	.....
37 Dundas .....	889	889	889	.....	.....	.....
38 Dunnville .....	502	502	502	.....	.....	.....
39 Durham .....	311	311	311	.....	.....	.....
40 Eastview .....	499	499	499	.....	.....	.....
41 Englehart .....	196	196	196	.....	.....	.....
42 Essex .....	321	321	321	.....	.....	.....
43 Ford .....	266	266	266	.....	.....	.....
44 Forest .....	233	233	233	.....	.....	.....
45 Fort Frances .....	389	274	410	.....	.....	.....
46 Gananoque .....	748	748	748	.....	.....	.....
47 Goderich .....	417	417	647	114	.....	.....
48 Gore Bay .....	156	156	156	.....	.....	.....
49 Gravenhurst .....	338	352	352	.....	.....	.....
50 Haileybury .....	434	434	610	.....	.....	.....
51 Hanover .....	523	523	523	.....	.....	.....
52 Harriston .....	160	245	186	.....	.....	.....
53 Hawkesbury .....	186	186	186	.....	.....	.....
54 Hespeler .....	341	605	605	4	4	4
55 Huntsville .....	275	447	516	.....	.....	.....
56 Ingersoll .....	868	868	952	97	.....	.....
57 Iroquois Falls .....	309	309	309	1	1	1
58 Kearney .....	105	105	105	31	9	9
59 Keewatin .....	216	267	267	.....	.....	.....
60 Kenora .....	968	968	968	.....	.....	.....
61 Kincardine .....	279	334	334	.....	.....	.....
62 Kingsville .....	412	412	412	.....	26	26
63 Latchford .....	69	69	69	.....	.....	.....
64 Leamington .....	675	675	675	.....	.....	.....
65 Lindsay .....	1,201	1,201	1,201	.....	.....	.....
66 Listowel .....	197	383	383	.....	.....	.....
67 Little Current .....	187	187	187	.....	.....	.....
68 Massey .....	113	113	113	.....	.....	.....
69 Matheson .....	132	132	132	.....	.....	.....
70 Mattawa .....	45	45	45	.....	.....	.....
71 Meaford .....	498	498	498	.....	.....	.....
72 Merriton .....	319	347	347	.....	.....	.....
73 Midland .....	790	1,630	1,630	.....	.....	.....
74 Milton .....	364	364	364	.....	.....	.....
75 Mimico .....	125	629	675	46	46	46
76 Mitchell .....	228	258	258	.....	.....	.....
77 Mount Forest .....	226	226	226	.....	.....	.....
78 Napanee .....	537	537	537	.....	.....	.....
79 New Liskeard .....	272	358	508	.....	.....	.....
80 Newmarket .....	491	671	590	.....	.....	.....
81 Niagara .....	132	208	208	42	.....	.....
82 North Bay .....	1,296	1,296	1,296	.....	.....	.....
83 Oakville .....	552	552	552	.....	.....	.....
84 Orangeville .....	370	370	370	.....	.....	.....
85 Orillia .....	1,443	1,443	1,443	.....	.....	.....
86 Oshawa .....	1,933	1,933	1,933	.....	.....	.....
87 Owen Sound .....	1,983	1,983	1,983	.....	.....	.....
88 Palmerston .....	298	298	298	.....	.....	.....
89 Paris .....	701	701	701	.....	.....	.....
90 Parkhill .....	140	140	140	.....	.....	.....
91 Parry Sound .....	1,102	1,153	1,153	.....	.....	.....
92 Pembroke .....	808	808	808	.....	.....	.....
93* Penetanguishene .....	672	743	942	.....	.....	.....

\* Including Protestant Separate School.



## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
54							310	
55								
56								
57						410		
58							70	44
59								
60								
61								
62						75		
63							40	42
64								
65								
66								
67								
68								
69								
70								41
71								
72								
73						86		
74	4			4		205		
75								
76							222	212
77		1		1				
78	9	2	2	9	2			
79								
80								
81							36	
82		26	26	26		26		
83						18	69	
84								
85								
86						245	383	
87								
88								
89								
90								
91					124			
92						425	1,630	
93						61		
94	18	31	46	46	46			
95						129	88	76
96								
97								
98							193	
99						122		
100								
101						268	171	177
102								
103							370	
104						316		
105								
106						166	365	417
107								
108								
109								
110								
111						373	473	461
112							322	

## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

Towns—Continued	Kindergarten	Kindergarten-Primary	Primer	1st Book	2nd Book	3rd Book	4th Book
94 Perth .....			91	49	146	83	77
95 Petrolea .....			159	76	75	123	146
96 Picton .....	21	46	95	58	71	106	110
97 Port Colborne .....			233	98	88	150	105
98 Port Hope .....			207	137	126	175	144
99 Powassan .....			34	18	19	20	55
100 Prescott .....		38	59	36	44	82	113
101 Preston .....		78	151	76	193	193	141
102 Rainy River .....			149	44	61	58	31
103 Renfrew .....	37	32	78	79	107	151	140
104 Ridgetown .....			91	35	62	58	84
105 Rockland .....			12	5	14	18	23
106 St. Mary's .....			103	108	101	143	112
107 Sandwich .....			81	74	111	63	44
108 Seaforth .....	31	38	50	44	43	36	48
109 Simcoe .....		71	116	98	234	126	122
110 Sioux Lookout .....			70	29	33	29	14
111 Smith's Falls .....			347	168	208	205	249
112 Southampton .....			111	45	67	55	70
113 Stayner .....			41	25	46	48	43
114 Strathroy .....			115	49	92	83	102
115 Sturgeon Falls .....			71	31	35	40	27
116 Sudbury .....			294	129	190	173	174
117 Thessalon .....			107	60	89	95	56
118 Thornbury .....			25	21	51	38	51
119 Thorold .....			165	65	106	101	93
120 Tilbury .....			37	22	27	50	37
121 Tillsonburg .....	48		93	89	116	125	112
122 Timmins .....		64	80	44	53	41	54
123 Trenton .....			403	162	218	212	146
124 Trout Creek .....			39	10	18	27	24
125 Uxbridge .....			62	39	34	44	26
126 Vankleek Hill .....			29	4	30	23	47
127 Walkerton .....			69	19	66	42	60
128 Walkerville .....		110	187	132	255	169	218
129 Wallaceburg .....			194	77	135	137	128
130 Waterloo .....	106		110	95	193	161	133
131 Webbwood .....			45	26	28	33	19
132 Weston .....			126	91	141	142	155
133 Whitby .....			107	60	74	89	92
134 Wiarton .....			79	66	122	80	70
135 Wingham .....	34		54	49	46	91	100
Totals .....	1,017	1,432	16,654	9,694	14,047	13,304	13,133
Totals .....							
1 Rural Schools .....		1,090	53,815	27,494	39,322	41,705	38,414
2 Cities .....	15,369	3,021	32,117	21,547	33,861	36,880	30,200
3 Towns .....	1,017	1,432	16,654	9,694	14,047	13,304	13,133
4 Villages .....		259	5,554	3,535	4,645	4,926	5,040
5 Grand Totals, 1919 .....	16,386	5,802	108,140	62,270	91,875	96,815	86,787
6 Grand Totals, 1918 .....	15,709	4,485	103,089	60,515	90,606	96,602	82,561
7 Increases .....	677	1,317	5,051	1,755	1,269	213	4,226
8 Decreases .....							
9 Percentages .....	3.47	1.23	22.92	13.20	19.48	20.52	18.40

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Continued

	Beyond 4th Book	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History
94	.....	446	355	446	355	306	77	160	160
95	.....	579	344	579	344	579	146	344	344
96	.....	486	486	486	486	486	110	302	345
97	.....	343	343	674	343	343	255	56	255
98	.....	789	789	789	789	789	319	166	239
99	.....	146	112	146	146	146	55	41	42
100	.....	372	275	303	275	275	113	69	113
101	.....	832	603	832	832	754	141	146	376
102	18	361	212	361	361	361	49	48	107
103	.....	624	400	624	624	624	140	178	378
104	.....	330	330	.....	330	330	84	75	67
105	.....	72	55	72	60	72	23	60	60
106	.....	567	567	567	567	567	200	153	150
107	.....	373	292	373	373	292	44	29	107
108	.....	259	206	290	206	206	84	84	84
109	.....	767	696	767	696	696	122	696	696
110	8	183	183	183	183	183	22	22	84
111	.....	1,177	612	1,177	662	1,177	367	518	533
112	.....	348	348	348	348	348	70	74	125
113	.....	162	137	203	203	203	43	109	117
114	.....	441	319	441	277	441	185	148	185
115	.....	204	204	204	204	204	27	58	49
116	.....	960	960	960	960	960	174	109	65
117	.....	407	300	407	300	300	56	41	15
118	.....	186	186	186	161	161	51	34	89
119	.....	530	365	460	491	530	93	78	167
120	.....	173	134	173	112	141	112	112	53
121	.....	583	583	.....	535	535	196	196	153
122	.....	336	148	192	148	192	95	54	95
123	.....	1,141	1,141	1,141	1,141	1,141	146	344	354
124	3	121	121	.....	121	121	27	27	37
125	.....	205	205	205	205	205	26	70	70
126	.....	133	104	133	133	70	70	70	70
127	.....	256	210	256	210	210	60	102	210
128	.....	1,071	774	1,071	1,071	1,071	218	219	253
129	.....	671	477	671	671	671	128	306	400
130	.....	798	692	798	798	798	215	253	202
131	.....	151	104	151	104	97	26	70	70
132	.....	655	438	655	655	438	297	297	229
133	.....	422	315	422	312	252	92	111	181
134	.....	417	279	.....	274	274	70	44	70
135	.....	340	340	340	340	340	191	191	191
<hr/>									
	130	67,449	55,204	63,940	61,578	62,688	17,491	23,720	29,934
<hr/>									
1	2,050	196,136	156,310	153,880	174,328	175,198	48,832	71,222	84,180
2	1,228	158,171	142,401	160,524	152,952	150,719	39,122	58,723	77,435
3	130	67,449	55,204	63,940	61,578	62,688	17,491	23,720	29,934
4	246	23,394	19,826	19,178	21,458	21,605	6,398	9,699	11,450
<hr/>									
5	3,654	445,150	373,741	397,522	410,316	410,210	111,843	163,364	202,999
6	4,048	431,450	365,464	378,878	399,535	400,392	109,994	160,829	194,758
<hr/>									
7	.....	13,700	8,277	18,644	10,781	9,818	1,849	2,535	12,241
8	394	.....	.....	.....	.....	.....	.....	.....	.....
<hr/>									
9	.77	94.36	79.22	84.26	86.98	86.95	23.70	34.63	43.03



## THE PUBLIC

## II. TABLE B—NUMBER OF PUPILS IN THE

## Towns—Concluded

	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping	Arithmetic and Mensuration	Algebra
94 Perth .....	160	306	446	.....	.....	.....
95 Petrolia .....	579	579	579	.....	.....	.....
96 Pictou .....	440	440	440	.....	.....	.....
97 Port Colborne .....	255	373	674	.....	.....	.....
98 Port Hope .....	789	789	789	.....	.....	.....
99 Powassan .....	146	146	146	.....	.....	.....
100 Prescott .....	372	372	372	.....	.....	.....
101 Preston .....	832	832	832	.....	.....	.....
102 Rainy River .....	343	343	361	18	18	8
103 Renfrew .....	624	624	624	.....	.....	.....
104 Ridgetown .....	330	330	330	.....	.....	.....
105 Rockland .....	72	72	72	.....	.....	.....
106 St. Mary's .....	310	310	567	.....	.....	.....
107 Sandwich .....	373	107	373	.....	.....	.....
108 Seaforth .....	127	259	290	.....	.....	.....
109 Simcoe .....	696	767	696	64	.....	.....
110 Sioux Lookout .....	183	183	183	8	8	8
111 Smith's Falls .....	1,177	1,177	1,177	.....	.....	.....
112 Southampton .....	348	348	348	.....	.....	.....
113 Stayner .....	203	203	203	.....	.....	.....
114 Strathroy .....	441	441	441	102	.....	.....
115 Sturgeon Falls .....	102	133	204	.....	.....	.....
116 Sudbury .....	960	960	960	.....	.....	.....
117 Thessalon .....	300	407	407	.....	.....	.....
118 Thornbury .....	186	186	186	.....	.....	.....
119 Thorold .....	530	351	530	.....	.....	.....
120 Tilbury .....	141	141	173	.....	.....	.....
121 Tillsonburg .....	583	583	583	.....	.....	.....
122 Timmins .....	192	148	192	.....	.....	.....
123 Trenton .....	1,141	1,141	1,141	.....	.....	.....
124 Trout Creek .....	121	121	121	3	.....	.....
125 Uxbridge .....	205	205	205	.....	.....	.....
126 Vankleek Hill .....	133	133	133	.....	.....	.....
127 Walkerton .....	256	256	256	.....	.....	.....
128 Walkerville .....	774	1,071	1,071	.....	.....	.....
129 Wallaceburg .....	671	671	671	.....	.....	.....
130 Waterloo .....	798	798	798	.....	.....	.....
131 Webbwood .....	151	151	151	.....	.....	.....
132 Weston .....	438	655	655	.....	.....	.....
133 Whitby .....	422	422	422	.....	.....	.....
134 Wiarton .....	70	417	17	.....	.....	.....
135 Wingham .....	340	340	340	.....	.....	.....
Totals .....	59,516	65,168	67,734	544	126	116
Totals .....						
1 Rural Schools .....	163,827	178,305	193,617	1,286	1,482	1,348
2 Cities .....	148,856	157,752	162,342	1,009	1,228	618
3 Towns .....	59,516	65,168	67,734	544	126	116
4 Villages .....	19,976	22,218	22,313	213	227	215
5 Grand Totals, 1919 .....	392,175	423,443	446,006	3,052	3,063	2,297
6 Grand Totals, 1918 .....	377,087	414,179	429,596	3,815	3,633	2,564
7 Increases .....	15,088	9,264	16,410	.....	.....	.....
8 Decreases .....	.....	.....	.....	763	570	267
9 Percentages .....	83.13	89.76	94.54	.64	.64	.48

## SCHOOLS—Continued

## VARIOUS BRANCHES OF INSTRUCTION—Concluded

	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, incl.)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science
94	.....	.....	.....	.....	.....	.....	.....	579	.....
95	.....	.....	.....	.....	.....	.....	.....	440	.....
96	.....	.....	.....	.....	.....	.....	216	.....	440
97	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	.....	.....	.....	.....	.....	.....	83	34	.....
100	.....	.....	.....	.....	.....	.....	.....	177	.....
101	.....	.....	.....	.....	.....	.....	92	.....	.....
102	8	18	.....	.....	18	.....	.....	.....	.....
103	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	.....	.....	.....	.....	.....	.....	.....	91	.....
105	.....	.....	.....	.....	.....	.....	.....	.....	.....
106	.....	.....	.....	.....	.....	.....	149	.....	.....
107	.....	.....	.....	.....	.....	.....	.....	.....	.....
108	.....	.....	.....	.....	.....	.....	.....	.....	.....
109	.....	.....	.....	.....	.....	.....	.....	.....	.....
110	8	.....	.....	.....	8	8	113	.....	.....
111	.....	.....	.....	.....	.....	.....	170	195	.....
112	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	.....	.....	.....	.....	.....	.....	28	.....	.....
114	.....	.....	.....	.....	.....	.....	.....	.....	.....
115	.....	.....	.....	.....	.....	.....	.....	.....	.....
116	.....	.....	.....	.....	.....	.....	.....	.....	.....
117	.....	.....	.....	.....	.....	.....	.....	.....	.....
118	.....	.....	.....	.....	.....	.....	.....	.....	.....
119	.....	.....	.....	.....	.....	.....	.....	395	.....
120	.....	.....	.....	.....	.....	.....	.....	.....	.....
121	.....	.....	.....	.....	.....	.....	.....	.....	.....
122	.....	.....	.....	.....	.....	.....	.....	.....	.....
123	.....	.....	.....	.....	.....	.....	.....	783	.....
124	.....	.....	.....	.....	3	.....	.....	.....	.....
125	.....	.....	.....	.....	.....	.....	.....	.....	.....
126	.....	.....	.....	.....	.....	.....	.....	.....	.....
127	.....	.....	.....	.....	.....	.....	.....	.....	.....
128	.....	.....	.....	.....	.....	.....	.....	202	185
129	.....	.....	.....	.....	.....	.....	221	.....	.....
130	.....	.....	.....	.....	.....	.....	290	47	45
131	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	.....	.....	.....	.....	.....	.....	.....	.....	.....
134	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	.....	.....	.....	.....	.....	.....	.....	.....	.....
	50	78	74	.....	129	193	4,760	9,963	2,859
1	429	571	253	2,327	1,013	335	39,759	14,870	4,635
2	437	.....	.....	.....	275	1,213	6,308	88,568	62,033
3	50	78	74	.....	129	193	4,760	9,963	2,859
4	94	84	74	266	211	172	2,307	2,830	440
5	1,010	733	401	2,593	1,628	1,913	53,134	116,231	69,967
6	1,260	695	320	3,223	1,787	1,853	46,574	104,631	58,072
7	.....	38	81	.....	.....	60	6,560	11,600	11,895
8	250	.....	.....	630	159	.....	.....	.....	.....
9	.21	.15	.08	.54	.34	.40	11.26	24.63	14.83

**THE PUBLIC**  
**III. TABLE C—TEACHERS, SALARIES,**

Rural Schools	Teachers			Salaries			
	Number of Teachers	Male	Female	Highest salary, male	Highest salary, female	Average salary of male teachers	Average salary of female teachers
				\$	\$	\$	\$
1 Brant.....	90	5	85	1,500	1,350	1,020	754
2 Bruce .....	171	13	158	1,000	800	744	658
3 Carleton .....	156	7	149	1,400	1,000	993	681
4 Dufferin.....	93	11	82	800	800	731	679
5 Dundas .....	80	9	71	814	800	704	682
6 Elgin .....	119	10	109	1,150	900	815	688
7 Essex.....	131	17	114	1,500	1,100	933	749
8 Frontenac .....	147	8	139	725	800	528	525
9 Glengarry .....	80	2	78	750	800	692	630
10 Grey.....	226	25	201	1,000	875	736	646
11 Haldimand .....	79	6	73	700	900	690	672
12 Haliburton .....	59	4	55	1,000	750	700	511
13 Halton .....	62	.....	62	.....	1,000	.....	696
14 Hastings .....	194	12	182	1,200	1,000	800	665
15 Huron.....	199	26	173	1,250	1,000	807	672
16 Kent.....	141	9	132	1,000	900	806	724
17 Lambton .....	173	7	166	1,100	850	743	683
18 Lanark .....	125	7	118	650	900	568	591
19 Leeds and Grenville .....	233	12	221	800	775	675	609
20 Lennox and Addington .....	120	7	113	700	750	544	548
21 Lincoln.....	83	7	76	1,075	900	804	694
22 Middlesex .....	201	19	182	925	825	733	681
23 Norfolk .....	105	11	94	1,000	900	764	659
24 Northumberland and Durham .....	211	16	195	900	825	724	651
25 Ontario .....	136	14	122	1,000	850	793	677
26 Oxford .....	131	13	118	1,100	1,000	915	698
27 Peel.....	80	5	75	1,200	975	850	706
28 Perth.....	119	13	106	900	850	776	689
29 Peterborough .....	104	12	92	850	1,000	685	639
30 Prescott and Russell.....	97	6	91	1,000	800	758	584
31 Prince Edward .....	77	8	69	800	1,000	709	683
32 Renfrew.....	164	5	159	1,200	1,025	865	643
33 Simcoe .....	229	25	204	1,200	800	756	671
34 Stormont.....	82	6	76	800	735	722	657
35 Victoria.....	111	9	102	1,000	850	856	662
36 Waterloo.....	98	20	78	1,000	900	824	725
37 Welland.....	110	17	93	2,000	1,000	949	716
38 Wellington .....	152	13	139	1,350	800	845	671
39 Wentworth .....	125	13	112	1,200	1,000	925	721
40 York.....	327	40	287	1,900	1,400	1,040	756
41 Algoma .....	80	.....	80	.....	1,000	.....	643
42 Kenora.....	20	5	15	1,000	850	795	689
43 Manitoulin .....	51	9	42	1,000	750	692	575
44 Muskoka .....	108	6	102	750	922	658	493
45 Nipissing .....	50	5	45	1,000	800	672	563
46 Parry Sound .....	131	17	114	1,200	1,035	700	559
47 Rainy River.....	47	4	43	1,000	1,000	687	644
48 Sudbury.....	79	9	70	1,700	1,500	983	676
49 Timiskaming, etc.....	99	13	86	2,200	1,750	1,123	808
50 Thunder Bay.....	69	11	58	1,600	1,200	818	716
1 Totals, Rural Schools .....	6,154	548	5,606	2,200	1,750	807	663
2 " Cities .....	3,703	465	3,238	2,800	2,500	2,024	1,130
3 " Towns.....	1,429	143	1,286	2,500	1,550	1,372	749
4 " Villages .....	517	77	440	2,100	1,050	1,064	671
5 Grand Totals, 1919.....	11,803	1,233	10,570	2,800	2,500	1,348	817
6 Grand Totals, 1918.....	11,419	984	10,435	2,800	2,500	1,226	707
7 Increases .....	384	249	135	.....	.....	122	110
8 Decreases .....	.....	.....	.....	.....	.....	.....	.....
9 Percentages .....	.....	10.44	89.55	.....	.....	.....	.....



# SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.

## Salaries—Continued

Average salary, male teachers with I Class certificates	Average salary, female teachers with I Class certificates	Average salary, male teachers with II Class certificates	Average salary, female teachers with II Class certificates	Average salary, male teachers with III or District certificates	Average salary, female teachers with III or District certificates	Average salary Kindergarten-Primary teachers
\$	\$	\$	\$	\$	\$	\$
1		760	1,100	752	700	850
2	850	718	735	675	597	
3	850	750	1,017	699	591	
4	756	725	727	682	641	
5		696	723	689	700	625
6	800	709	817	689	633	550
7	825	785	1,013	753	815	687
8		667	712	652	487	510
9		700	692	658		591
10	650	698	752	667	632	583
11		714	688	672	700	612
12			875	683	525	522
13		650		697		
14	900	792	870	727	725	600
15	750	766	826	673	550	609
16	900	744	779	724		667
17	675	742	770	680		665
18	650	668		650	575	547
19	650	636	725	647	650	559
20		594	675	650	430	512
21		725	804	695		617
22	725	732	733	679		
23		600	775	669	650	614
24	640	699	736	661		598
25	700	723	812	685	650	613
26	1,025	720	895	697		
27		756	850	708		608
28	825	750	779	690	650	600
29		717	746	667	650	612
30	800	750	800	651		576
31		817	754	710	633	608
32		825	906	687		601
33	700	682	768	682	733	616
34		640	747	667	600	629
35	900	662	850	689		617
36	1,000	750	814	727		625
37	650	711	989	717		700
38	1,075	708	804	672		628
39	900	790	930	710		700
40	1,137	727	1,030	760		600
41		800		740		618
42			908	775	625	699
43	1,000	750	800	658	650	585
44	700		750	615	625	503
45			850	722	480	560
46	900	1,000	962	704	575	558
47		1,000	800	758		627
48	1,700	1,283	1,060	762	800	583
49	1,740	1,337	1,141	858	800	722
50			767	845	875	700
1	872	740	846	696	664	587
2	2,219	1,065	1,660	1,149		945
3	1,511	763	1,341	748		708
4	1,196	724	1,050	673		562
5	1,960	898	1,101	844	664	592
6	1,782	775	1,041	732	595	537
7	178	123	60	112	69	55
8						105
9						

**THE PUBLIC**  
**III. TABLE C—TEACHERS, SALARIES,**

Rural Schools—Continued	Salaries—Continued				
	Average salary Kindergarten teachers	Average salary Manual Training teachers	Average salary Household Science teachers	Average salary, male teachers with Temporary certificates	Average salary, female teachers with Temporary certificates
	\$	\$	\$	\$	\$
1 Brant .....					600
2 Bruce .....					571
3 Carleton .....					575
4 Dufferin .....				650	675
5 Dundas .....				600	625
6 Elgin .....					
7 Essex .....					600
8 Frontenac .....				456	437
9 Glengarry .....					550
10 Grey .....				700	525
11 Haldimand .....					
12 Haliburton .....					480
13 Halton .....					
14 Hastings .....				550	554
15 Huron .....					650
16 Kent .....					
17 Lambton .....					750
18 Lanark .....				512	510
19 Leeds and Grenville .....				575	531
20 Lennox and Addington .....				506	468
21 Lincoln .....					
22 Middlesex .....					
23 Norfolk .....					660
24 Northumberland & Durham .....					582
25 Ontario .....					400
26 Oxford .....					575
27 Peel .....					
28 Perth .....					
29 Peterborough .....				525	542
30 Prescott and Russell .....				675	496
31 Prince Edward .....					600
32 Renfrew .....				700	590
33 Simcoe .....				700	595
34 Stormont .....					600
35 Victoria .....					536
36 Waterloo .....					
37 Welland .....					
38 Wellington .....					600
39 Wentworth .....	800				
40 York .....					650
41 Algoma .....					549
42 Kenora .....					625
43 Manitoulin .....				595	505
44 Muskoka .....				625	433
45 Nipissing .....				700	491
46 Parry Sound .....				560	504
47 Rainy River .....				575	591
48 Sudbury .....				525	579
49 Timiskaming, etc. ....				650	608
50 Thunder Bay .....				725	586
1 Totals, Rural Schools .....	800			579	518
2 " Cities .....	1,117	1,915	1,251		1,300
3 " Towns .....	717	1,400	900	1,050	800
4 " Villages .....					450
5 Grand Totals, 1919 .....	1,101	1,904	1,246	590	522
6 Grand Totals, 1918 .....	817	1,673	958	555	466
7 Increases .....	284	331	288	35	56
8 Decreases .....					
9 Percentages .....					

**SCHOOLS—Continued**  
**CERTIFICATES, EXPERIENCE, ETC.—Continued**

Number who have ever attended a Model School in Ontario	Number who have ever at- tended a Normal School in Ontario	Number who have ever at- tended the Normal College or F. of E. in Ontario	Number of University Graduates	Certificates									
				1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District	Kinder- garten- Primary	Kinder- garten	Manual Training	Household Science	Temporary	
1	12	77	12		12	74	1		2			1	
2	34	120	10		11	124	20	4				12	
3	11	137	3		3	129	15	1				8	
4	3	83	6		6	77	8					2	
5	4	67	7		7	62	6					5	
6	13	108	9		9	106	3		1				
7	13	105	14		14	102	13					2	
8	74	38	3	1	3	35	31	32				46	
9	25	49	2	1	2	46	28	1				3	
10	29	183	9		8	170	34					14	
11	7	67	9		9	63	7						
12	28	5				5	12	16				26	
13	8	60	2		1	61							
14	66	99	9		9	97	52	13				23	
15	11	188	7		7	181	9					2	
16	7	127	11		11	127	3						
17	11	158	11		11	156	5					1	
18	36	57	7		6	55	26	7				31	
19	73	137	12	1	10	129	71	2				21	
20	34	44	4		4	40	20	19				37	
21	15	74	5		4	76	3						
22	11	195	7		7	194							
23	24	96	1		1	87	15	1				1	
24	28	175	14		15	158	30	1				7	
25	16	112	14		13	103	15	1				1	
26	12	117	12		12	118						1	
27	3	74	4		4	73	3						
28	8	112	6		6	108	5						
29	28	65	3		3	61	17	9				14	
30	36	46	5		4	40	18	1				34	
31	17	55	4		3	50	22					2	
32	70	86	2		2	79	49	18				16	
33	31	183	17	1	16	176	31					6	
34	27	70	4		5	61	15					1	
35	17	85	3	1	3	82	14	1				11	
36	16	92	5		5	91	2						
37	12	98	12		11	98	1						
38	12	132	14		11	130	9					2	
39	3	108	17	1	17	106			1	1			
40	58	298	28		26	297	3					1	
41	38	25	1		1	24	25	14				16	
42	12	5				5	8	3				4	
43	28	6	2		2	5	19	10				15	
44	62	14			1	13	32	26				36	
45	22	10				10	14	8				18	
46	51	19	3		3	18	38	24				48	
47	26	8	1		1	8	6	18				14	
48	34	28	4		4	30	22	8				15	
49	28	62	5	1	5	57	17	6				14	
50	36	19				18	24	14				13	
1	1,280	4,378	340	7	328	4,218	821	258	4	1		524	
2	1,536	2,851	634	93	668	2,546	11		87	271	47	72	
3	434	1,248	140	7	142	1,220	21	2	26	11	1	5	
4	109	455	42	1	39	457	17		1			3	
5	3,359	8,932	1,156	108	1,177	8,441	870	260	118	283	48	73	
6	3,595	8,862	1,001	119	1,029	8,305	983	234	88	283	37	46	
7		70	155		148	136		26	30		11	27	
8	236			11			113						
9	28.45	75.67	9.79	.91	9.97	71.51	7.37	2.20	1.00	2.40	.40	.62	



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## III. TABLE C—TEACHERS, SALARIES,

## Experience

	Number of teachers who at end of year had taught less than one year		One year, but less than two years		2 years, but less than 3 years		3 years, but less than 4		4 years, but less than 5		5 years, but less than 6	
	Male	Female	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Totals	103	1,276	64	1,191	59	692	46	560	27	383	20	318
1 Rural Schools.....	3	71	8	114	27	190	14	159	21	208	21	226
2 Cities .....	3	64	5	120	3	94	2	115	5	101	4	93
3 Towns.....	2	38	3	45	6	37	4	46	4	38	3	31
4 Villages .....												
5 Grand Totals, 1919 ..	111	1,449	80	1,470	95	1,013	66	880	57	730	43	668
6 Percentages, Males ..	9.00	.....	6.48	.....	7.70	.....	5.55	.....	4.62	.....	3.89	.....
7 Percentages, Females .....	.....	13.70	.....	13.90	.....	9.58	.....	8.32	.....	6.90	.....	6.31

	13 years, but less than 14		14 years, but less than 15		15 years, but less than 16		16 years, but less than 17		17 years, but less than 18		18 years, but less than 19	
	Male	Female	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Totals	5	26	9	36	6	39	7	20	3	21	9	26
1 Rural Schools.....	17	99	13	79	11	83	10	75	9	86	16	82
2 Cities .....	6	26	3	21	3	25	2	19	1	16	2	13
3 Towns.....	1	7	1	8	1	7	....	10	....	8	1	5
4 Villages .....												
5 Grand Totals, 1919 ..	29	158	26	144	21	154	19	124	13	131	28	126
6 Percentages, Males ..	2.35	.....	2.10	.....	1.70	.....	1.54	.....	1.05	.....	2.27	.....
7 Percentages, Females .....	.....	1.49	.....	1.36	.....	1.45	.....	1.17	.....	1.23	.....	1.19

	26 years, but less than 27		27 years, but less than 28		28 years, but less than 29		29 years, but less than 30		30 years, but less than 31		31 years, but less than 32	
	Male	Female	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Totals	8	14	4	11	6	12	8	9	9	9	3	3
1 Rural Schools.....	10	48	10	35	7	35	15	34	9	24	5	34
2 Cities.....	2	10	4	8	3	7	5	10	3	14	3	9
3 Towns.....	1	2	.....	1	1	3	2	1	3	1	1	1
4 Villages .....												
5 Grand Totals, 1919 ..	21	74	18	55	17	57	30	54	24	48	12	47
6 Percentages, Males ..	1.70	.....	1.46	.....	1.37	.....	2.43	.....	1.94	.....	.97	.....
7 Percentages, Females .....	.....	.70	.....	.52	.....	.53	.....	.51	.....	.45	.....	.44

Average experience; male teachers, 14.3 years; female teachers, 7.9 years; all teachers, 8.5 years.

## SCHOOLS—Continued

## CERTIFICATES, EXPERIENCE, ETC.—Concluded

## Experience—Continued

6 years, but less than 7			7 years, but less than 8			8 years, but less than 9			9 years, but less than 10			10 years, but less than 11			11 years, but less than 12			12 years, but less than 13		
M.	F.		M.	F.		M.	F.		M.	F.		M.	F.		M.	F.		M.	F.	
1	12	231	14	173		12	128		7	82		10	100		3	46		7	51	
2	25	168	16	150		20	140		13	143		11	152		11	117		12	117	
3	6	86	3	68		4	52		3	49		1	51		3	24		4	31	
4	2	25	5	20		5	10		3	9		1	22		.....	12		2	5	
5	45	510	38	411		41	330		26	283		23	325		17	199		25	204	
6	3.64	.....	3.08	.....		3.32	.....		2.10	.....		1.86	.....		1.37	.....		2.02	.....	
7	.....	4.82	.....	3.88		.....	3.12		.....	2.67		.....	3.07		.....	1.88		.....	1.93	

19 years, but less than 20			20 years, but less than 21			21 years, but less than 22			22 years, but less than 23			23 years, but less than 24			24 years, but less than 25			25 years, but less than 26		
M.	F.		M.	F.		M.	F.		M.	F.		M.	F.		M.	F.		M.	F.	
1	4	14	8	26	6	20	3	11	9	12	8	16	8	15						
2	13	58	9	64	9	55	8	55	15	42	10	25	15	34						
3	3	21	7	17	8	19	4	17	.....	11	4	6	8	14						
4	1	3	1	9	3	4	.....	4	1	7	1	4	2	2						
5	21	96	25	116	26	98	15	87	25	72	23	51	33	65						
6	1.70	.....	2.02	.....	2.10	.....	1.21	.....	2.02	.....	1.86	.....	2.67	.....						
7	.....	.90	.....	1.09	.....	.92	.....	.82	.....	.68	.....	.48	.....	.61						

32 years, but less than 33		33 years, but less than 34		34 years, but less than 35		35 years, but less than 36		36 years, but less than 37		37 years, but less than 38		38 years, but less than 39		39 years, but less than 40		40 years or over	
M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
1	5	4	6	.....	2	10	5	3	3	4	3	4	2	4	2	9	5
2	10	36	4	34	5	45	4	24	5	27	18	3	14	3	6	16	32
3	5	5	1	4	3	8	3	8	3	4	2	4	5	1	5	6	12
4	1	1	2	.....	.....	4	1	1	1	2	3	.....	4	1	5	3	1
5	21	47	11	44	8	59	18	38	12	36	11	25	13	22	7	34	50
6	1.70	.....	.89	.....	.61	.....	1.46	.....	.97	.....	.89	.....	1.05	.....	.56	.....	2.75
7	.....	.44	.....	.41	.....	.55	.....	.35	.....	.34	.....	.23	.....	.20	.....	.18	.....

## THE PUBLIC

## IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
1 Brant .....	62	49	2	1	10	.....	162	84	23	285	554
2 Bruce .....	166	113	17	2	34	.....	331	75	29	117	552
3 Carleton .....	123	38	17	7	60	1	250	49	32	97	428
4 Dufferin .....	92	63	4	2	23	.....	184	71	36	104	395
5 Dundas .....	75	7	9	1	58	.....	181	40	15	61	297
6 Elgin .....	105	83	.....	2	20	.....	278	112	25	243	658
7 Essex .....	112	48	3	6	55	.....	253	112	13	79	457
8 Frontenac .....	144	13	20	.....	108	3	329	80	37	85	531
9 Glengarry .....	74	4	.....	3	66	1	191	50	27	21	289
10 Grey .....	221	129	51	2	39	.....	451	108	40	208	807
11 Haldimand .....	74	63	.....	2	9	.....	164	93	17	193	467
12 Haliburton . . .	56	.....	3	.....	52	1	110	35	55	173	373
13 Halton .....	58	33	11	6	8	.....	125	89	19	87	320
14 Hastings .....	178	61	14	3	100	.....	402	167	40	1,075	1,684
15 Huron .....	184	121	8	2	53	.....	384	181	48	282	895
16 Kent .....	132	98	.....	1	33	.....	295	102	42	204	643
17 Lambton .....	168	95	1	3	69	.....	338	58	42	155	593
18 Lanark .....	122	22	11	.....	88	1	267	171	98	738	1,274
19 Leeds & Grenville.	222	61	74	3	81	3	480	69	22	175	746
20 Lennox and Ad- dington .....	112	22	7	4	79	.....	240	71	46	53	410
21 Lincoln .....	67	35	8	1	23	.....	148	83	27	187	445
22 Middlesex .....	184	143	.....	1	40	.....	398	93	48	155	694
23 Norfolk .....	99	70	6	6	17	.....	232	71	15	159	477
24 Northumberland & Durham .....	202	139	11	4	48	.....	440	170	84	349	1,043
25 Ontario .....	120	80	1	1	37	1	269	60	60	57	446
26 Oxford .....	107	91	4	.....	12	.....	294	109	29	153	585
27 Peel .....	74	55	5	3	11	.....	172	96	22	97	387
28 Perth .....	112	91	5	.....	16	.....	317	141	41	308	807
29 Peterborough .....	98	48	3	3	39	5	223	43	49	152	467
30 Prescott and Rus- sell .....	83	10	.....	1	64	8	172	55	19	75	321



## SCHOOLS—Continued

## HOUSES, PRAYERS, ETC.

Maps and Globes		Examinations, Prizes		Medical Inspection			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives
Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	Number of Schools with Medical Inspection	Number of Schools with Nurse Inspection only	Number of Nurses employed						
1	859	78	20	11	.....	.....	2	40	50	23	62	.....
2	2,195	183	67	6	15	.....	38	87	82	89	166	.....
3	1,560	134	30	18	.....	.....	64	56	91	7	117	.....
4	1,031	99	8	9	.....	.....	10	51	87	25	92	69
5	1,054	97	6	2	.....	.....	1	40	63	.....	75	.....
6	1,344	131	29	27	.....	.....	72	50	80	25	102	12
7	1,433	126	18	8	1	.....	10	82	94	97	112	7
8	1,525	170	29	43	.....	.....	54	52	111	49	139	4
9	1,098	90	18	14	1	.....	112	25	22	8	71	5
10	2,718	237	34	17	15	.....	149	75	199	42	219	12
11	840	76	35	18	44	.....	72	32	58	14	74	3
12	441	54	2	2	.....	.....	12	37	47	20	56	1
13	735	67	22	11	.....	.....	17	11	48	9	58	.....
14	2,266	194	62	28	1	.....	75	83	146	44	174	8
15	2,224	210	68	39	1	.....	70	113	152	61	182	.....
16	1,595	144	134	6	.....	4	39	68	106	36	132	.....
17	2,065	173	45	46	.....	.....	59	49	132	45	165	.....
18	1,291	131	22	17	.....	.....	52	67	92	37	122	2
19	2,860	233	25	13	.....	.....	63	100	131	28	220	.....
20	1,172	126	12	15	.....	.....	13	35	80	14	111	3
21	808	90	22	14	4	.....	27	25	40	30	65	.....
22	2,466	235	74	57	8	.....	85	60	156	88	184	.....
23	1,014	107	28	29	.....	.....	99	41	66	30	99	1
24	2,444	234	89	43	3	1	33	120	169	46	195	9
25	1,506	128	22	10	.....	.....	48	28	100	5	119	.....
26	1,453	129	28	8	.....	.....	9	65	87	34	106	3
27	975	81	21	13	.....	.....	61	15	57	15	74	.....
28	1,364	126	72	14	28	.....	12	95	90	29	101	20
29	950	112	16	19	.....	.....	18	47	68	21	98	13
30	1,128	91	19	5	3	.....	59	6	39	2	80	2

THE PUBLIC

IV. TABLE D—SCHOOL

Rural Schools	School Houses						School Visits				
	Number of Schools	Brick	Stone	Concrete	Frame	Log	By Inspectors	By Trustees	By Clergymen	By other persons	Total
31 Prince Edward ...	76	35	10	2	29	.....	195	54	30	116	395
32 Renfrew....	153	49	1	7	85	11	337	109	50	104	600
33 Simcoe .....	207	144	2	14	47	.....	440	139	98	66	743
34 Stormont.....	75	3	.....	2	69	1	200	28	15	46	289
35 Victoria .....	103	74	4	.....	25	.....	282	70	67	161	580
36 Waterloo .....	82	61	16	.....	5	.....	227	155	18	290	690
37 Welland.....	79	50	5	5	19	.....	237	82	28	242	589
38 Wellington .....	142	94	37	5	6	.....	327	145	26	129	627
39 Wentworth .....	78	56	13	1	8	.....	171	115	18	274	578
40 York.....	172	133	1	2	36	.....	351	250	87	194	882
41 Algoma .....	74	9	1	2	57	5	159	76	22	125	382
42 Kenora.....	21	1	.....	.....	17	3	33	18	3	15	69
43 Manitoulin .....	49	2	2	11	30	4	101	16	14	57	188
44 Muskoka .....	105	26	2	1	68	8	207	48	42	146	443
45 Nipissing.....	53	4	.....	.....	41	8	89	78	39	64	270
46 Parry Sound.....	120	12	3	4	85	16	246	88	36	139	509
47 Rainy River.....	47	1	.....	1	34	11	90	44	12	155	301
48 Sudbury.....	63	4	.....	.....	56	3	98	54	53	76	281
49 Timiskaming, etc..	84	5	.....	.....	70	9	99	84	44	68	295
50 Thunder Bay.....	64	5	.....	.....	50	9	117	126	4	101	348
Totals											
1 Rural Schools .....	5,473	2,653	392	127	2,189	112	12,086	4,517	1,806	8,695	27,104
2 Cities .....	303	271	18	3	11	.....	6,080	2,523	354	15,557	24,514
3 Towns .....	245	183	22	7	33	.....	2,301	1,023	294	3,004	6,622
4 Villages.....	158	135	10	4	9	.....	757	477	184	500	1,918
5 Grand Totals, 1919.	6,179	3,242	442	141	2,242	112	21,224	8,540	2,638	27,756	60,158
6 Grand Totals, 1918.	6,136	3,233	439	132	2,220	112	19,648	7,115	2,371	21,476	50,610
7 Increases.....	43	9	3	9	22	.....	1,576	1,425	267	6,280	9,548
8 Decreases.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9 Percentages .....	.....	52.46	7.15	2.28	36.28	1.81	35.28	14.19	4.38	46.13	.....

## SCHOOLS—Continued

## HOUSES, PRAYERS, ETC.—Concluded

Maps and Globes		Examinations, Prizes		Medical Inspection			Number of Trees planted on Arbor Day	Number of Schools using authorized Scripture Readings	Number of Schools using the Bible	Number of Schools in which passages are memorized	Number of Schools opened and closed with Prayer	No. of Schools where Religious Instruction is given by Clergymen or their representatives	
Number of Maps	Number of Globes	Number of Schools holding Public Examinations	Number of Schools distributing Prizes or Merit Cards	Number of Schools with Medical Inspection	Number of Schools with Nurse Inspection only	Number of Nurses employed							
31	978	77	22	.....	11	.....	.....	70	54	56	73	2	
32	1,745	181	16	37	.....	.....	62	47	63	30	152	4	
33	2,619	221	55	32	34	12	89	65	174	46	206	46	
34	991	85	14	1	.....	.....	58	38	48	11	75	3	
35	1,201	117	2	.....	.....	.....	.....	18	89	8	103	15	
36	1,077	98	32	10	.....	.....	26	45	53	27	82	1	
37	758	94	25	26	.....	.....	23	32	69	16	79	.....	
38	1,686	148	45	32	2	.....	75	72	108	43	142	.....	
39	787	440	39	12	66	.....	81	38	65	15	76	.....	
40	2,006	199	72	29	1	3	118	104	137	45	169	1	
41	757	73	9	7	1	.....	12	60	56	34	73	3	
42	98	18	6	4	3	.....	3	2	19	3	21	.....	
43	501	50	15	6	.....	.....	26	30	41	7	49	9	
44	975	111	12	16	.....	.....	88	45	84	5	105	6	
45	316	48	11	9	.....	.....	24	8	29	14	51	2	
46	1,379	128	11	8	2	.....	51	102	108	3	120	1	
47	226	41	4	8	.....	.....	66	14	39	5	46	1	
48	439	64	16	1	1	.....	21	1	34	2	62	1	
49	738	84	33	22	4	.....	58	25	67	12	76	7	
50	344	51	20	11	.....	.....	45	3	46	5	63	.....	
1	64,035	6,414	1,533	833	238	31	3	2,361	2,474	4,126	1,360	5,393	276
2	5,960	499	122	87	125	147	98	786	65	249	186	263	10
3	3,658	399	89	31	22	53	20	381	96	194	74	224	13
4	2,140	229	36	22	17	8	3	55	71	125	36	153	9
5	75,793	7,541	1,783	973	402	239	124	3,583	2,706	4,694	1,656	6,033	308
6	76,173	7,542	1,493	802	188	223	119	2,266	2,838	4,584	1,741	5,960	348
7	.....	.....	290	171	214	16	5	1,317	.....	110	.....	73	.....
8	380	1	.....	.....	.....	.....	.....	132	.....	85	.....	40	.....
9	†12.26	†1.22	28.85	15.74	6.50	3.86	.....	.....	43.79	75.96	26.80	97.63	4.98

†To each school.



## THE PUBLIC

## V. TABLE E—FINANCIAL

Rural Schools	Receipts											
	Legislative Grants		Municipal Grants		Assessments levied on requisition of the Trustees		Debentures		Clergy Reserve Fund, balances and other sources		Total receipts for all Public School purposes	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1 Brant .....	10,204	58	24,795	98	57,717	16	532	36	59,105	63	152,355	71
2 Bruce .....	21,438	99	55,625	27	81,173	88	4,513	99	94,524	35	257,276	48
3 Carleton .....	20,021	41	42,046	29	81,042	63	24,441	92	57,431	82	224,984	07
4 Dufferin .....	11,891	91	27,800	00	49,739	62	.....	.....	43,435	19	132,866	72
5 Dundas .....	14,581	37	24,752	73	36,917	26	7,300	00	34,891	11	118,442	47
6 Elgin .....	12,954	97	34,243	34	76,052	64	12,469	23	87,476	23	223,196	41
7 Essex .....	14,838	14	36,567	00	101,589	88	6,622	37	88,657	58	248,274	97
8 Frontenac .....	30,284	16	36,542	92	39,542	28	131	74	58,552	24	165,053	34
9 Glengarry .....	12,306	01	22,794	00	29,068	46	483	86	16,723	07	81,375	40
10 Grey .....	26,250	29	70,117	93	107,287	39	3,992	65	97,345	64	304,993	90
11 Haldimand .....	8,530	57	24,592	09	39,755	98	4,186	48	54,534	50	131,599	62
12 Haliburton .....	15,871	30	12,933	43	8,812	01	.....	.....	12,288	98	49,905	72
13 Halton .....	6,106	45	18,835	43	33,483	19	.....	.....	34,323	90	92,748	97
14 Hastings .....	41,678	08	53,876	83	72,939	85	1,767	40	115,493	64	285,755	80
15 Huron .....	19,084	97	62,054	80	107,098	34	3,775	00	108,296	18	300,309	29
16 Kent .....	17,418	12	42,560	78	90,657	45	9,000	00	121,877	24	281,513	59
17 Lambton .....	17,376	10	54,694	95	94,278	95	2,000	00	69,921	28	238,271	28
18 Lanark .....	17,712	63	37,323	12	37,030	71	4,940	10	38,058	75	135,065	31
19 Leeds & Grenville	39,184	24	71,400	92	80,149	28	5,424	00	105,973	52	302,131	96
20 Lennox and Ad- dington .....	18,424	82	33,579	23	33,032	61	2,346	02	45,152	59	132,535	27
21 Lincoln .....	10,142	40	24,131	71	64,197	94	14,951	40	65,663	67	179,087	12
22 Middlesex .....	19,689	56	60,688	67	111,193	16	1,626	76	105,037	11	298,235	26
23 Norfolk .....	12,732	94	32,165	47	52,147	01	6,000	00	71,990	64	175,036	06
24 Northumberland & Durham .....	27,015	46	64,135	91	96,905	50	692	00	76,327	82	265,076	69
25 Ontario .....	15,258	28	40,252	77	75,249	07	25,247	52	55,681	15	211,688	79
26 Oxford .....	14,813	56	38,440	45	86,769	95	.....	.....	96,693	01	236,716	97
27 Peel .....	8,599	91	24,149	29	48,927	50	.....	.....	46,241	44	127,918	14
28 Perth .....	12,044	98	36,179	94	69,829	79	2,486	22	62,897	08	183,438	01
29 Peterborough .....	23,380	38	25,336	70	38,029	39	1,200	00	39,523	83	127,470	30
30 Prescott and Rus- sell .....	12,440	23	29,816	19	35,099	64	2,422	89	42,782	82	122,561	77
31 Prince Edward ..	8,994	54	23,544	37	35,531	01	.....	.....	28,346	51	96,416	43
32 Renfrew .....	33,196	91	45,198	03	54,659	98	2,479	75	74,259	42	209,794	09
33 Simcoe .....	26,041	72	69,216	76	118,735	88	4,586	85	124,357	78	342,938	99
34 Stormont .....	13,892	60	24,751	82	28,921	89	650	00	29,562	45	97,778	76
35 Victoria .....	17,644	71	31,381	41	49,725	59	.....	.....	36,759	19	135,510	90
36 Waterloo .....	10,607	54	28,998	99	63,339	90	22,856	02	85,368	64	211,171	09
37 Welland .....	14,490	34	45,976	70	68,415	06	35,178	00	77,867	07	241,927	17
38 Wellington .....	15,666	81	45,963	16	80,471	12	5,152	45	95,196	26	242,449	80
39 Wentworth .....	18,254	79	34,884	46	98,611	27	86,442	89	108,707	03	346,900	44
40 York .....	46,378	78	91,422	03	250,440	08	78,053	33	279,209	60	745,503	82
41 Algoma .....	28,567	55	5,915	00	44,938	95	15,696	35	24,213	80	119,331	65
42 Kenora .....	7,343	24	1,051	50	9,098	84	12	67	6,175	49	23,681	74
43 Manitoulin .....	17,350	99	6,155	00	18,515	82	590	00	11,390	84	54,002	65
44 Muskoka .....	27,347	89	16,549	22	20,195	25	225	00	25,424	84	89,742	20
45 Nipissing .....	14,970	54	1,285	00	23,248	41	153	70	8,409	80	48,067	45
46 Parry Sound ....	38,603	27	10,397	50	41,136	72	2,870	50	23,792	56	116,800	55
47 Rainy River ....	13,546	18	4,995	66	19,686	58	3,071	80	7,499	03	48,799	25
48 Sudbury .....	25,797	49	3,437	90	46,651	71	2,478	46	59,652	93	138,018	49
49 Timiskaming, etc.	35,325	16	7,155	00	68,925	94	3,142	91	28,823	75	143,372	76
50 Thunder Bay ....	21,549	47	13,550	00	31,831	34	4,561	00	15,148	26	86,640	07
Totals .....	967,847	33	1,674,263	65	3,108,799	86	416,755	59	3,157,067	26	9,324,733	69

# SCHOOLS—Continued

## STATEMENT

Expenditure												Value of school sites, buildings and furniture	Value of equipment					
Teachers' Salaries		Sites, and building school houses		Libraries, maps, apparatus, prizes and school books		Rent and re- pairs, fuel and other expenses		Total expendi- ture for all Public School purposes										
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	\$	\$					
1	64,239	34	6,579	06	1,079	63	31,876	20	103,774	23	366,659		14,555					
2	107,519	13	14,319	46	8,977	41	54,748	21	185,564	21	264,740		25,728					
3	102,849	43	25,643	71	1,241	07	42,317	17	172,051	38	447,734		18,268					
4	59,651	83	3,895	92	685	90	18,778	93	83,012	58	146,392		24,075					
5	53,197	07	18,167	57	704	89	14,680	07	86,749	60	117,450		14,570					
6	81,045	70	5,991	07	2,375	72	46,421	57	135,834	06	291,744		24,917					
7	94,349	35	33,828	61	2,499	35	48,553	26	179,230	57	412,807		22,174					
8	73,168	25	4,521	19	1,281	02	20,061	65	99,032	11	173,389		17,738					
9	46,854	40	898	24	1,009	39	13,715	04	62,477	07	118,641		10,882					
10	143,153	23	4,100	71	1,527	44	57,849	34	206,630	72	404,254		29,430					
11	50,642	41	7,979	28	903	53	18,920	17	78,445	39	187,184		11,587					
12	27,089	96	985	33	662	84	5,753	90	34,492	03	50,100		6,390					
13	40,946	66	4,076	75	889	21	16,426	48	62,339	10	151,550		9,750					
14	121,698	30	9,301	82	1 684	00	39,614	91	172,299	03	309,515		28,162					
15	129,389	07	13,455	29	1,497	35	59,896	99	204,238	70	350,700		28,421					
16	97,734	80	11,848	52	2,265	78	49,086	09	160,935	19	527,300		23,595					
17	117,078	94	6,783	12	1,677	66	38,332	22	163,871	94	308,950		25,122					
18	69,486	03	7,457	33	628	00	17,121	35	94,692	71	169,398		22,862					
19	136,053	63	15,076	29	1,763	00	40,653	69	193,546	61	338,275		33,142					
20	63,242	24	3,391	03	500	93	17,808	60	84,942	80	130,826		11,539					
21	55,601	39	19,056	82	1,505	55	34,976	69	111,140	45	377,385		18,597					
22	132,336	29	11,090	10	1,618	06	53,770	28	198,814	73	465,846		27,822					
23	66,950	94	6,522	99	854	24	22,955	16	97,283	33	249,790		13,696					
24	134,904	41	6,835	46	1,968	81	37,402	72	181,111	40	387,952		25,816					
25	88,348	30	30,818	03	1,138	18	34,947	70	155,252	21	258,871		21,039					
26	90,494	57	8,261	31	1,055	18	40,949	25	140,760	31	348,253		17,400					
27	54,733	02	4,410	40	374	76	24,228	95	83,747	13	200,595		13,665					
28	79,970	35	4,239	77	1,456	60	33,187	81	118,854	53	243,050		22,190					
29	61,135	41	5,654	45	1,276	68	15,110	43	83,176	97	134,895		6,848					
30	54,737	31	1,804	13	716	89	16,313	51	73,571	84	153,843		9,953					
31	48,417	26	2,680	89	463	92	12,809	55	64,371	62	113,550		16,400					
32	97,310	18	10,806	82	1,893	22	28,780	05	138,790	27	124,875		32,352					
33	150,074	63	14,027	60	2,252	47	50,250	11	216,604	81	428,010		32,307					
34	51,298	36	3,420	39	234	29	13,989	59	68,942	63	128,375		11,627					
35	70,571	83	3,707	08	1,167	22	24,408	83	99,854	96	184,071		15,476					
36	68,866	20	17,792	55	1,098	76	35,627	57	123,385	08	228,500		11,680					
37	75,285	53	51,731	97	1,162	95	25,119	27	153,299	72	412,515		11,425					
38	98,984	13	9,759	90	1,102	31	42,643	15	152,489	49	317,250		35,395					
39	86,493	05	76,111	48	4,197	47	57,661	87	224,463	87	601,015		23,123					
40	238,164	63	148,322	93	10,649	25	134,247	74	531,384	55	1,617,274		39,280					
41	45,880	95	22,808	58	1,403	46	24,865	82	94,958	81	152,671		13,179					
42	11,203	76	2,685	41	560	15	4,598	20	19,047	52	25,933		1,903					
43	28,609	00	1,038	10	590	65	8,098	14	38,335	89	51,908		5,426					
44	48,742	07	2,337	09	450	37	14,463	67	65,993	20	111,868		10,941					
45	25,854	99	1,782	94	516	09	8,352	37	36,506	39	64,943		3,653					
46	65,596	54	6,307	97	935	11	18,407	05	91,246	67	131,697		16,242					
47	28,314	43	5,474	91	475	30	7,544	47	41,809	11	64,518		5,161					
48	52,430	59	32,168	09	1,296	61	26,312	90	112,208	19	152,979		9,138					
49	68,208	74	14,236	37	2,168	40	38,154	36	122,767	87	115,030		8,928					
50	42,766	29	10,021	37	2,306	32	17,008	70	72,102	68	87,191		14,562					
3,901,674		92	734,216		20	80,743		39	1,559,801		75	6,276,436		26	13,202,261		898,111	

THE PUBLIC  
V. TABLE E—FINANCIAL

Cities	Receipts					Total receipts for all Public School purposes
	Legislative Grants	Municipal Grants and Assessments	Debentures	Clergy Reserve Fund, balances and other sources		
	\$ c.	\$ c.	\$ c.	\$ c.		
1 Belleville .....	1,964 14	43,548 42	.....	11,230 47	56,743 03	
2 Brantford .....	3,875 09	116,580 00	91,507 65	3,741 24	215,703 98	
3 Chatham.....	1,756 80	53,975 00	39,450 00	4,367 78	99,549 58	
4 Fort William .....	4,133 51	113,102 66	153,317 48	.....	270,553 65	
5 Galt .....	1,547 95	60,000 00	.....	2,765 09	64,313 04	
6 Guelph.....	2,426 06	63,701 02	.....	504 79	66,631 87	
7 Hamilton.....	16,759 12	580,576 00	406,678 92	73,946 20	1,077,960 24	
8 Kingston .....	3,896 60	93,081 20	.....	7,074 23	104,052 03	
9 Kitchener.....	1,932 14	83,921 44	22,500 00	811 78	109,165 36	
10 London.....	12,190 24	347,036 87	.....	15,416 41	374,643 52	
11 Niagara Falls .....	1,342 00	52,500 00	24,000 00	4,779 94	82,621 94	
12 Ottawa .....	15,176 02	464,153 33	233,000 00	29,883 66	742,213 01	
13 Peterborough.....	3,955 06	95,000 00	11,310 20	9,734 73	119,999 99	
14 Port Arthur.....	4,298 96	85,000 00	115,974 00	3,138 58	208,411 54	
15 St. Catharines.....	2,088 07	87,999 17	100,000 00	2,511 82	192,599 06	
16 St. Thomas .....	3,009 95	76,500 00	.....	1,605 96	81,115 91	
17 Sarnia .....	1,368 00	57,123 44	.....	2,712 02	61,203 46	
18 Sault Ste. Marie....	3,841 57	133,664 00	131,210 17	5,946 08	274,661 82	
19 Stratford.....	2,597 41	66,000 00	.....	276 48	68,873 89	
20 Toronto .....	67,102 02	3,410,644 27	.....	73,894 02	3,551,640 31	
21 Welland .....	1,008 30	43,300 00	6,500 00	20,958 25	71,766 55	
22 Windsor .....	4,498 54	132,219 95	74,829 63	9,191 66	220,739 78	
23 Woodstock .....	1,539 15	32,800 00	.....	4,069 40	38,408 55	
Totals .....	162,306 70	6,292,426 77	1,410,278 05	288,560 59	8,153,572 11	
Towns						
1 Alexandria.....	28 00	2,195 93	.....	416 07	2,640 00	
2 Alliston .....	152 00	4,500 00	.....	914 90	5,566 90	
3 Almonte .....	230 00	7,918 40	.....	871 12	9,019 52	
4 Amherstburg.....	133 00	4,716 62	.....	2,263 71	7,113 33	
5 Arnprior .....	269 00	11,680 54	.....	2,454 76	14,404 30	
6 Aurora.....	235 00	9,700 00	.....	166 76	10,101 76	
7 Aylmer .....	295 66	8,405 52	.....	1,871 53	10,572 71	
8 Bala .....	511 21	1,625 23	.....	797 58	2,934 02	
9 Barrie .....	875 80	31,307 35	.....	2,636 05	34,819 20	
10 Blenheim .....	161 00	6,118 64	.....	1,249 44	7,529 08	
11 Blind River .....	434 86	3,499 16	.....	284 77	4,218 79	
12 Bonfield.....	491 63	288 71	.....	562 41	1,342 75	
13 Bothwell.....	76 00	1,600 00	.....	60 00	1,736 00	
14 Bowmanville.....	345 00	9,687 00	.....	525 30	10,557 30	
15 Bracebridge .....	606 36	11,257 59	.....	205 82	12,069 77	
16 Brampton .....	415 00	15,500 00	.....	326 67	16,241 67	
17 Bridgeburg .....	215 00	32,912 90	.....	13 00	33,140 90	
18 Brockville .....	911 00	34,500 00	.....	3,709 95	39,120 95	
19 Bruce Mines .....	895 36	3,700 00	.....	436 32	5,031 68	
20 Burlington .....	271 00	8,798 49	34,835 72	1,104 86	45,010 07	
21 Cache Bay .....	372 86	3,320 00	.....	270 34	3,963 20	
22 Campbellford.....	333 00	10,720 00	.....	1,027 40	12,080 40	
23 Capreol .....	285 61	1,777 42	15,181 60	196 58	17,441 21	
24 Carleton Place .....	450 00	14,030 00	.....	84 27	14,564 27	
25 Charlton .....	342 36	1,700 00	.....	964 49	3,006 85	
26 Chesley .....	216 40	6,484 53	.....	1,148 76	7,849 69	
27 Clinton .....	1,244 80	6,002 68	.....	271 68	7,519 16	
28 Cobalt .....	1,090 36	36,804 50	.....	4,204 17	42,099 03	
29 Cobourg .....	474 56	14,412 06	4,938 39	1,318 52	21,143 53	
30 Cochrane .....	464 36	8,402 78	.....	557 95	9,425 09	
31 Collingwood .....	813 20	31,600 82	.....	463 83	32,877 85	
32 Copper Cliff .....	995 36	25,061 84	16,999 94	4,762 51	47,819 65	
33 Cornwall .....	1,398 50	13,622 53	.....	2,206 00	17,227 03	



**SCHOOLS—Continued**  
**STATEMENT—Continued**

Expenditure														
Teachers' Salaries		Sites, and building school houses		Libraries, maps, apparatus and other equipment, prizes and school books		Rent and repairs, fuel and other expenses		Total expenditure for all Public School purposes		Value of school sites, buildings and furniture		Value of equipment		
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
1	28,861	61					21,857	89	50,719	50	325,000		3,000	
2	80,882	77	92,940	95	3,467	07	38,350	65	215,641	44	405,425		51,294	
3	43,006	47	40,647	34	2,031	39	12,457	04	98,142	24	176,500		8,500	
4	78,916	42	157,826	79	9,057	21	24,662	20	270,462	26	1,035,550		26,375	
5	44,303	57	2,200	50			16,845	16	63,349	23	285,000		8,500	
6	43,270	51	1,216	89		315	48	20,824	77	65,627	65	232,060		3,000
7	347,389	68	367,122	73	20,444	24	343,003	59	1,077,960	24	2,397,100		66,437	
8	55,465	08	20,009	96	704	12	25,526	98	101,706	14	343,100		6,650	
9	56,278	51	24,686	80	2,156	36	25,685	45	108,806	62	325,000		18,500	
10	216,889	40	5,826	62	701	93	151,225	57	374,643	52	1,169,544		56,370	
11	37,395	60	25,033	49	627	59	18,907	00	81,963	68	201,500		5,600	
12	330,925	85	212,424	56			150,652	25	694,002	66	1,614,205		104,255	
13	70,126	02	19,082	58	4,908	94	25,882	45	119,999	99	338,500		20,000	
14	58,785	17	104,132	11	5,484	40	24,382	09	192,783	77	450,000		3,118	
15	47,066	34	71,036	28	430	03	36,670	56	155,203	21	406,080		2,675	
16	62,535	75	4,137	07	212	44	13,151	62	80,036	88	160,000		11,000	
17	38,276	16	3,025	74	1,558	59	13,513	69	56,374	18	235,000		2,496	
18	81,195	97	131,210	17	3,178	12	53,967	64	269,551	90	740,000		8,000	
19	44,929	53	163	00	5,348	51	17,576	09	68,017	13	310,000		20,000	
20	2,061,736	27			108,907	54	1,364,707	15	3,535,350	96	10,659,955		89,464	
21	26,467	75	6,998	18			12,118	13	45,584	06	131,818		1,438	
22	100,278	01	74,984	83			45,476	94	220,739	78	529,725		12,000	
23	26,627	60			459	58	11,321	37	38,408	55	210,000		5,000	
3,981,610 04		1,364,706 09		169,993 54		2,468,766 28		7,985,075 95		22,681,062		533,672		
1	1,310	00	375	80	22	81	515	40	2,224	01	6,500		200	
2	3,525	00					1,524	38	5,049	38	40,000		168	
3	5,657	08			25	00	3,337	44	9,019	52	16,221		349	
4	4,989	55	153	39	100	00	1,656	40	6,899	34	30,000		500	
5	9,391	19	57	82			2,742	50	12,191	51	17,300		500	
6	7,330	23			61	48	2,691	55	10,083	26	25,000		1,000	
7	7,004	45					2,767	59	9,772	04	19,500		700	
8	1,405	00	463	06	96	36	700	25	2,664	67	9,000		150	
9	21,568	59	684	87	47	69	10,360	16	32,661	31	44,600		1,500	
10	4,103	57	995	21	69	24	2,084	13	7,252	15	31,000		300	
11	2,980	93			93	52	855	63	3,930	08	12,000		250	
12	700	00					47	18	747	18			175	
13	1,277	18			23	75	359	12	1,660	05	12,500		100	
14	7,910	00			296	40	2,350	11	10,556	51	46,000		596	
15	7,279	50	290	25	45	60	4,447	86	12,063	21	25,700		475	
16	10,978	90	260	15	21	75	4,343	63	15,604	43	65,000		550	
17	6,443	60	23,302	05	165	06	3,230	19	33,140	90	30,000		200	
18	25,604	30	574	00	344	06	12,556	70	39,079	06	100,000		5,000	
19	2,410	00	37	50			2,172	19	4,619	69	35,000		203	
20	6,719	98	29,509	42	7	20	3,104	26	39,340	86	90,000		300	
21	2,076	75			14	45	1,755	41	3,846	61	4,500		500	
22	8,520	25	392	60	177	30	2,107	53	11,197	68	50,000		2,500	
23	1,520	00	14,894	17			828	03	17,242	20	22,000		500	
24	10,595	21	553	88			2,870	08	14,019	17	39,000		500	
25	1,720	83			22	00	560	05	2,302	88	4,000		222	
26	4,608	36					2,285	96	6,894	32	25,000		350	
27	6,125	80					1,393	36	7,519	16	12,570		850	
28	19,117	35	1,253	99	3,436	59	12,225	27	36,033	20	71,000		10,500	
29	10,643	11	3,148	45			7,350	82	21,142	38	108,000		3,500	
30	4,725	22			272	82	3,864	82	8,862	86	70,000		2,000	
31	20,870	48	137	25	173	60	11,696	52	32,877	85	111,850		11,000	
32	14,763	46	20,992	64	60	25	7,364	67	43,181	02	70,000		900	
33	12,071	57					3,688	72	15,760	29	45,000		4,000	

**THE PUBLIC**  
**V. TABLE E—FINANCIAL**

Towns—Continued	Receipts					
	Legislative Grants	Municipal Grants and Assessments	Debentures	Clergy Reserve Fund, balances and other sources	Total receipts for all Public School purposes	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
34 Deseronto .....	233 00	6,620 12		395 40	7,248 52	
35 Dresden .....	169 00	4,804 00		163 01	5,136 01	
36 Dryden .....	466 61	5,033 92		151 10	5,651 63	
37 Dundas .....	683 00	15,950 00		791 42	17,424 42	
38 Dunnville .....	351 40	8,450 00		66 62	8,868 02	
39 Durham .....	178 00	5,352 00		549 29	6,079 29	
40 Eastview .....	119 00	7,620 00		1,346 59	9,085 59	
41 Englehart .....	419 86	3,141 39	580 68	70 51	4,212 44	
42 Essex .....	196 20	6,930 54		851 02	7,977 76	
43 Ford .....	113 00	7,913 83		162 30	8,189 13	
44 Forest .....	176 60	5,900 00		597 68	6,674 28	
45 Fort Frances .....	592 36	13,000 00		1,811 11	15,403 47	
46 Gananoque .....	386 00	12,422 63		1,399 05	14,207 68	
47 Goderich .....	498 28	14,591 03		971 70	16,061 01	
48 Gore Bay .....	438 86	3,013 84		381 95	3,834 65	
49 Gravenhurst .....	574 11	5,956 77		266 13	6,797 01	
50 Haileybury .....	700 36	12,241 94		888 15	13,830 45	
51 Hanover .....	323 00	9,636 06		467 03	10,426 09	
52 Harriston .....	177 00	4,299 77		11 86	4,488 63	
53 Hawkesbury .....	106 00	2,913 79		2,306 61	5,326 40	
54 Hespeler .....	497 81	13,973 62	735 83	1,891 06	17,098 32	
55 Huntsville .....	655 36	7,265 78		342 55	8,263 69	
56 Ingersoll .....	650 14	17,397 00		1,140 23	19,187 37	
57 Iroquois Falls .....	547 36	13,077 69	83,672 25	88 57	97,385 87	
58 Kearney .....	561 42	1,660 26		151 87	2,373 55	
59 Keewatin .....	536 61	7,095 79		601 29	8,233 69	
60 Kenora .....	997 36	25,635 91		1,937 40	28,570 67	
61 Kincardine .....	228 00	8,035 00		634 89	8,897 89	
62 Kingsville .....	389 53	8,078 24		396 25	8,864 02	
63 Latchford .....	337 11	1,405 00		314 57	2,056 68	
64 Leamington .....	405 00	13,960 47		221 03	14,586 50	
65 Lindsay .....	712 00	26,028 98		2,349 52	29,090 50	
66 Listowel .....	394 00	8,250 00		45 65	8,689 65	
67 Little Current .....	480 61	4,328 38		413 14	5,222 13	
68 Massey .....	354 11	1,780 88		362 50	2,527 49	
69 Matheson .....	351 11	1,902 68		276 63	2,530 42	
70 Mattawa .....	303 11	862 53		2,692 55	3,858 19	
71 Meaford .....	305 00	11,700 00		669 61	12,674 61	
72 Merritton .....	264 75	8,101 60		4,150 27	12,516 62	
73 Midland .....	785 00	37,342 17		1,771 26	39,898 43	
74 Milton .....	221 80	7,044 94		396 27	7,663 01	
75 Mimico .....	452 71	8,595 51	50,000 00	2,129 77	61,177 99	
76 Mitchell .....	214 00	6,500 00		275 57	6,989 57	
77 Mount Forest .....	159 00	4,400 00		862 88	5,421 88	
78 Napanee .....	356 00	11,852 00		134 29	12,342 29	
79 New Liskeard .....	604 36	10,335 97		171 34	11,161 67	
80 Newmarket .....	388 91	13,000 00		1,341 80	14,730 71	
81 Niagara .....	201 00	4,480 84	2,500 00	1,475 40	8,657 24	
82 North Bay .....	1,638 06	45,493 34		281 22	47,412 62	
83 Oakville .....	271 80	17,512 27		1,913 82	19,697 89	
84 Orangeville .....	502 75	9,228 43		674 49	10,405 67	
85 Orillia .....	1,908 50	18,990 00		25,048 42	45,946 92	
86 Oshawa .....	1,029 00	40,975 40		1,822 93	43,827 33	
87 Owen Sound .....	1,509 00	63,785 00		1,439 57	66,733 57	
88 Palmerston .....	209 00	5,490 05		54 15	5,753 20	
89 Paris .....	602 80	13,900 00		160 92	14,663 72	
90 Parkhill .....	116 00	2,850 00		114 36	3,080 36	
91 Parry Sound .....	1,194 36	21,384 49		802 04	23,380 89	
92 Pembroke .....	626 12	18,422 99	5,438 52	4,402 77	28,890 40	

**SCHOOLS—Continued**  
**STATEMENT—Continued**

Expenditure									
Teachers' Salaries	Sites, and building school houses	Libraries, maps, apparatus, prizes and school books	Rent and repairs, fuel, and other expenses	Total expenditure for all Public School purposes	Value of school sites, buildings and furniture	Value of equipment			
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$	\$			
34 5,486 76			117 89	1,240 38	6,845 03	12,225	1,775		
35 4,082 82			163 62	889 67	5,136 11	18,000	350		
36 3,815 59	457 70		149 95	1,149 35	5,572 59	6,000	500		
37 11,822 80	413 43		38 25	5,061 95	17,336 43	121,400	8,000		
38 6,956 13	50 08		27 60	1,162 14	8,195 95	28,000	900		
39 4,212 16	1 40		527 97	1,337 76	6,079 29	12,000	400		
40 6,245 74	768 68		579 09	1,422 74	9,016 25	45,200	300		
41 2,572 90			56 65	1,570 08	4,199 63	8,800	700		
42 5,944 72				1,287 58	7,232 30	20,000	8,000		
43 4,251 57	1,189 90		74 25	2,421 09	7,936 81	35,000	500		
44 4,528 04			46 07	1,942 29	6,516 40	30,000	350		
45 8,673 15	918 18			5,638 89	15,230 22	76,000	2,000		
46 10,022 87	247 00	301 16		3,514 40	14,085 43	21,000	3,000		
47 10,781 89				5,259 12	16,041 01	45,000	1,650		
48 2,926 00				889 25	3,815 25	6,000	1,110		
49 4,827 15				1,899 97	6,727 12	18,000	510		
50 10,068 30	68 81			3,693 34	13,830 45	38,000	2,700		
51 7,519 28	96 23			2,349 46	9,964 97	39,850	1,000		
52 3,150 00	264 00	43 78		1,030 85	4,488 63	20,000	2,000		
53 3,134 16				908 23	4,042 39	25,000	1,000		
54 9,709 07	3,040 07			3,240 23	15,989 37	35,850	1,000		
55 6,383 47	100 00	86 64		1,393 58	7,963 69	25,000	2,100		
56 12,606 61	265 19	54 93		4,945 86	17,872 59	80,000	1,000		
57 7,059 50	83,672 25	756 58		5,251 17	96,739 50	1,248	691		
58 1,387 33	236 99	21 99		389 50	2,035 81	3,100	265		
59 5,368 41	21 90	82 05		2,228 67	7,701 03	18,760	1,740		
60 19,281 24	347 41	178 75		8,347 93	28,155 33	48,650	3,000		
61 5,170 00	31 75			2,143 82	7,345 57	18,500	1,500		
62 6,952 50	262 35	68 65		1,555 40	8,838 90	55,000	2,000		
63 1,470 45	11 46			492 85	1,974 76	4,300	95		
64 10,638 76	849 23	257 00		2,634 65	14,379 64	48,000	3,000		
65 18,826 75	403 42			9,704 65	28,934 82	200,000	5,000		
66 6,475 56	90 60	87 88		2,027 47	8,681 51	40,000	500		
67 3,524 37	27 65	51 25		1,204 05	4,807 32	11,400	600		
68 1,964 25				471 94	2,436 19	3,000	350		
69 1,416 03	70 30			949 48	2,435 81	2,850	740		
70 745 44				261 04	1,006 48	2,000	218		
71 8,938 01	271 20	226 97		2,800 84	12,237 02	15,000	400		
72 5,419 61	54 00	255 98		1,835 83	7,565 42	18,325	266		
73 24,331 51	1,169 86	15 00		13,082 38	38,598 75	120,000	2,500		
74 5,800 00		49 39		1,132 62	6,982 01	30,000	300		
75 11,340 96	43,385 77	20 39		4,149 18	58,896 30	130,000	1,100		
76 5,009 05	33 90			1,723 49	6,766 44	33,000	400		
77 3,344 24				1,518 62	4,862 86	11,000	3,500		
78 8,743 00				1,874 11	10,617 11	37,000	3,000		
79 7,468 17	223 61	21 60		2,883 34	10,596 72	27,000	450		
80 9,408 66		192 94		3,249 58	12,851 18	50,000	1,600		
81 3,716 25	2,822 93	188 04		1,245 68	7,972 90	15,000	3,000		
82 27,221 16	1,320 45	870 66		17,692 39	47,104 66	200,000	15,000		
83 8,491 15	5,793 57	142 81		4,009 04	18,436 57	44,000	750		
84 7,556 25	459 77	182 90		1,873 85	10,072 77	20,000	3,500		
85 23,292 35	3,217 14	1,727 14		9,093 04	37,329 67	130,000	2,000		
86 30,731 95	2,511 61	723 78		9,443 80	43,411 14	185,000	5,000		
87 43,105 00	397 31	1,508 51		21,722 75	66,733 57	212,000	12,000		
88 3,901 70	190 50	130 00		1,384 01	5,606 21	25,000	4,000		
89 10,184 00		238 84		3,456 76	13,879 60	65,000	2,000		
90 2,320 00				732 30	3,052 30	6,000	1,000		
91 15,359 57	1,114 44			5,647 66	22,121 67	98,000	2,000		
92 15,612 17	988 21	554 84		11,735 18	28,890 40	117,000	765		



THE PUBLIC  
V. TABLE E—FINANCIAL

Towns—Concluded	Receipts					Total receipts for all Public School purposes
	Legislative Grants	Municipal Grants and Assessments	Debentures	Clergy Reserve Fund, balances and other sources		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
93*Penetanguishene .	682 00	18,719 09		338 86	19,739 95	
94 Perth.....	257 00	10,081 43		159 01	10,497 44	
95 Petrolia.....	361 00	12,500 00		294 73	13,155 73	
96 Picton.....	373 20	10,800 00		194 43	11,367 63	
97 Port Colborne ....	446 00	17,500 00	19,764 10	2,417 59	40,127 69	
98 Port Hope.....	547 00	12,500 00		1,195 61	14,242 61	
99 Powassan .....	411 86	2,500 00		396 73	3,308 59	
100 Prescott .....	263 00	7,282 11		173 08	7,718 19	
101 Preston .....	504 20	20,000 00		1,028 92	21,533 12	
102 Rainy River.....	835 42	8,950 00		66 45	9,851 87	
103 Renfrew .....	1,726 28	12,709 91		1,695 89	16,132 08	
104 Ridgetown .....	246 00	5,528 92		54 18	5,829 10	
105 Rockland .....	38 00	1,581 58		287 17	1,906 75	
106 St. Mary's.....	493 00	12,075 72		88 84	12,657 56	
107 Sandwich .....	250 00	12,990 44		3,510 32	16,750 76	
108 Seaforth .....	221 20	6,339 19		243 02	6,803 41	
109 Simcoe .....	453 00	9,888 11		6,258 17	16,599 28	
110 Sioux Lookout ..		6,832 98		22 65	6,855 63	
111 Smith's Falls ....	848 00	29,047 60		274 16	30,169 76	
112 Southampton ....	187 00	6,187 14		340 20	6,714 34	
113 Stayner .....	109 00	5,000 00		1,365 27	6,474 27	
114 Strathroy .....	308 00	8,400 00		105 57	8,813 57	
115 Sturgeon Falls ...	435 35	4,720 67		3,096 67	8,252 69	
116 Sudbury .....	1,135 35	29,623 11	8,929 27	4,612 79	44,300 52	
117 Thessalon.....	587 35	8,043 18		63	8,631 16	
118 Thornbury .....	79 00	3,632 16		158 20	3,869 36	
119 Thorold .....	286 00	11,500 00		1,035 76	12,821 76	
120 Tilbury .....	80 00	3,704 10		1,469 32	5,253 42	
121 Tillsonburg .....	372 20	12,756 88		446 22	13,575 30	
122 Timmins .....	569 35	14,200 00		281 51	15,050 86	
123 Trenton .....	782 00	22,000 00		6,325 48	29,107 48	
124 Trout Creek .....	586 69	1,200 00		124 45	1,911 14	
125 Uxbridge .....	189 00	5,550 00		487 13	6,226 13	
126 Vankleek Hill ....	81 00	3,077 70		3,487 69	6,646 39	
127 Walkerton.....	170 80	5,911 06		110 01	6,191 87	
128 Walkerville .....	1,054 45	38,500 00		548 02	40,102 47	
129 Wallaceburg.....	358 20	11,620 93		1,611 59	13,590 72	
130 Waterloo .....	559 10	19,500 00		1,876 00	21,935 10	
131 Webbwood.....	376 85	2,556 60		186 94	3,120 39	
132 Weston .....	291 00	13,497 11	62,606 92	4,022 83	80,417 86	
133 Whitby .....	500 00	8,500 00		964 65	9,964 65	
134 Wiarton.....	197 00	6,612 30		57 16	6,866 46	
135 Wingham .....	280 20	6,453 69		386 64	7,120 53	
	63,456 50	1,552,389 79	306,183 22	167,749 44	2,089,778 95	
1 Rural Schools.....	167,847 33	4,783,063 51	416,755 59	3,157,067 26	9,324,733 69	
2 Cities .....	162,306 70	6,292,426 77	1,410,278 05	288,560 59	8,153,572 11	
3 Towns .....	63,456 50	1,552,389 79	306,183 22	167,749 44	2,089,778 95	
4 Villages .....	23,871 21	478,176 77	74,623 84	145,129 68	721,801 50	
5 Grand Totals, 1919 .	1,217,481 74	13,106,056 84	2,207,840 70	3,758,506 97	20,289,886 25	
6 Grand Totals, 1918 .	901,971 85	11,784,346 16		3,954,315 10	16,640,633 11	
7 Increases.....	315,509 89	1,321,710 68			3,649,253 14	
8 Percentages .....	6.00	64.59	10.88	18.52		

\* Including Protestant Separate School.

**SCHOOLS—Concluded**  
**STATEMENT—Concluded**

		Expenditure							
Teachers' Salaries		Sites, and building school houses	Libraries, maps, apparatus and other equipment, prizes and school books	Rent and repairs, fuel and other expenses	Total expenditure for all Public School purposes	Value of school sites, buildings and furniture	Value of equipment		
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$	\$		
93	12,182 92	355 20	462 88	6,419 11	19,420 11	40,000	650		
94	6,886 74	909 98	.....	2,562 69	10,359 41	34,500	1,500		
95	9,130 83	.....	.....	3,867 79	12,998 62	43,000	750		
96	8,260 00	131 11	.....	2,969 24	11,360 35	22,000	2,637		
97	10,016 00	19,288 44	.....	3,802 80	33,107 24	97,000	700		
98	10,294 85	232 96	.....	3,202 97	13,730 78	60,895	800		
99	2,700 00	4 55	37 61	367 74	3,109 90	10,000	300		
100	5,473 93	77 97	.....	2,033 29	7,585 19	20,732	636		
101	14,887 96	279 00	24 40	6,341 76	21,533 12	140,000	5,500		
102	6,558 91	1,152 79	.....	1,948 16	9,659 86	26,800	450		
103	10,341 01	.....	256 71	5,534 36	16,132 08	60,000	8,000		
104	4,476 46	.....	.....	1,173 18	5,649 64	35,000	380		
105	1,390 00	.....	.....	266 93	1,656 93	2,850	130		
106	9,145 87	.....	.....	3,328 51	12,474 38	65,000	700		
107	7,957 70	117 75	231 00	2,384 71	10,691 16	125,000	500		
108	4,718 93	.....	.....	1,464 90	6,183 83	15,000	1,200		
109	10,927 72	2,619 13	.....	3,052 43	16,599 28	50,000	519		
110	2,943 95	30 10	73 20	3,808 25	6,855 50	16,500	262		
111	19,049 24	183 20	120 22	10,423 68	29,776 34	180,000	16,000		
112	4,685 00	65 55	59 06	1,264 69	6,074 30	22,400	2,600		
113	2,696 81	.....	.....	891 38	3,588 19	9,667	236		
114	7,302 24	.....	.....	1,457 72	8,759 96	25,000	450		
115	4,294 56	279 74	83 40	2,149 43	6,807 13	30,000	350		
116	20,415 41	12,833 30	24 32	10,599 18	43,872 21	154,197	900		
117	5,395 75	826 04	.....	2,142 97	8,364 76	29,000	400		
118	2,441 58	383 12	.....	1,042 90	3,867 60	27,000	250		
119	8,208 05	634 00	.....	3,913 76	12,755 81	46,000	600		
120	2,145 00	2,385 55	100 00	584 10	5,214 65	22,000	240		
121	9,584 57	985 35	226 11	2,779 27	13,575 30	45,000	5,000		
122	7,188 88	1,465 57	.....	4,630 16	13,284 61	46,500	4,417		
123	16,681 62	.....	480 13	7,869 36	25,031 11	29,000	2,350		
124	1,538 87	.....	.....	299 67	1,838 54	3,050	302		
125	4,996 50	25 00	22 25	1,182 38	6,226 13	20,500	1,000		
126	2,784 92	.....	.....	1,043 46	3,828 38	10,000	1,000		
127	4,193 46	.....	280 99	1,439 55	5,914 00	20,000	2,700		
128	26,326 73	854 11	215 82	11,044 71	38,441 37	137,500	350		
129	9,233 45	619 16	.....	2,531 94	12,384 55	35,000	800		
130	13,847 91	1,421 94	.....	5,872 51	21,142 36	47,000	4,600		
131	2,045 00	198 82	42 00	817 58	3,103 40	10,000	1,000		
132	11,300 21	45,482 88	.....	4,213 23	60,996 32	50,000	800		
133	6,610 50	493 55	43 54	2,516 23	9,663 82	21,000	3,000		
134	5,183 95	88 94	78 76	1,494 71	6,846 36	14,000	300		
135	5,026 22	681 40	.....	1,202 69	6,910 31	25,000	300		
1,118,714 18		351,042 95	19,261 12	471,971 27	1,960,989 52	6,022,790	251,172		
1	3,901,674 92	734,216 20	80,743 39	1,559,801 75	6,276,436 26	13,202,261	898,111		
2	3,981,610 04	1,364,706 09	169,993 54	2,468,766 28	7,985,075 95	22,681,062	533,672		
3	1,118,714 18	351,042 95	19,261 12	471,971 27	1,960,989 52	6,022,790	251,172		
4	360,877 11	58,493 80	6,051 36	182,922 17	608,344 44	1,707,888	84,103		
5	9,362,876 25	2,508,459 04	276,049 41	4,683,461 47	16,830,846 17	43,614,001	1,767,058		
6	8,323,816 40	1,066,604 60	149,536 12	4,167,208 37	13,707,165 49	39,436,997	1,598,035		
7	1,039,059 85	1,441,854 44	126,513 29	516,253 10	3,123,680 68	4,177,004	169,023		
8	55.62	14.90	1.64	27.82	.....	.....	.....		

Cost per pupil, enrolled attendance: Rural Schools, \$30.78; Cities, \$45.83; Towns, \$28.25; Villages, \$25.13; Province, \$35.67.

# ROMAN CATHOLIC I. TABLE F—FINANCIAL

Rural Schools	Receipts					
	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, sub- scribed and other sources	Total amount received	
	\$	c.	\$	c.	\$	c.
1 Bruce .....	1,672	23	8,343	88	7,106	16
2 Carleton .....	1,665	87	13,451	18	6,067	62
3 Essex .....	5,814	42	25,144	39	12,699	01
4 Frontenac .....	4,197	90	5,433	80	4,247	85
5 Grey .....	1,470	60	5,216	97	3,315	78
6 Hastings .....	2,225	56	3,479	40	2,673	44
7 Huron .....	2,535	36	6,563	79	4,125	26
8 Kent .....	1,126	23	5,779	88	3,858	09
9 Lambton .....	117	77	1,866	74	849	98
10 Lanark .....	1,051	04	2,134	93	1,092	77
11 Leeds and Grenville .....	622	70	405	41	999	93
12 Lennox and Addington .....	272	11	750	87	600	70
13 Middlesex .....	597	38	3,503	64	2,304	89
14 Norfolk .....	198	61	1,149	55	458	06
15 Northumberland and Durham .....	2,385	67	2,705	37	1,133	54
16 Ontario .....	209	08	323	59	1,246	52
17 Peel .....	85	33	580	98	442	00
18 Perth .....	2,956	94	8,269	82	4,528	12
19 Peterborough .....	588	13	2,408	69	1,730	31
20 Prescott and Russell .....	802	84	68,906	76	36,508	69
21 Renfrew .....	8,578	31	13,003	05	7,256	01
22 Simcoe .....	609	04	6,405	94	3,314	33
23 Stormont, Dundas & Glengarry .....	4,415	65	11,883	16	8,202	29
24 Victoria .....	361	36	1,330	84	323	22
25 Waterloo .....	1,670	54	6,889	83	6,922	03
26 Wellington .....	873	93	4,165	78	2,345	12
27 York .....	189	88	868	81	7,105	45
28 Districts .....	20,224	72	34,741	79	19,684	46
Totals .....	67,519	20	245,708	84	151,141	63
Cities						
1 Belleville .....	193	20	5,000	00	746	07
2 Brantford .....	375	28	8,932	84	11,538	26
3 Chatham .....	254	80	11,103	49	14,030	07
4 Fort William .....	1,148	47	21,885	28	4,092	66
5 Galt .....	80	36	2,215	37	287	27
6 Guelph .....	409	40	9,739	00	1,284	72
7 Hamilton .....	1,897	91	58,077	25	38,164	94
8 Kingston .....	481	13	15,414	14	1,681	61
9 Kitchener .....	532	16	17,097	32	4,135	43
10 London .....	855	56	25,588	61	6,501	45
11 Niagara Falls .....	122	72	4,449	00	1,926	30
12 Ottawa .....	181	862	89	2,805	92	684,668
13 Peterborough .....	707	58	15,471	22	2,839	71
14 Port Arthur .....	673	81	10,585	89	13,877	55
15 St. Catharines .....	308	72	12,785	58	1,303	40
16 St. Thomas .....	192	04	5,504	39	905	16
17 Sarnia .....	216	92	6,124	09	6,634	14
18 Sault Ste. Marie .....	1,176	45	24,664	03	56,399	07
19 Stratford .....	235	68	7,792	62	17	57
20 Toronto .....	6,006	83	242,937	23	52,376	55
21 Windsor .....	939	72	39,460	23	4,145	96
22 Woodstock .....	86	72	1,824	40	121	41
Totals .....	16,895	46	728,514	87	300,828	00
					225,815	22
					1,272,053	55



SEPARATE SCHOOLS  
STATEMENT, ETC.

		Expenditure													
Teachers' Salaries		Sites and building school houses		Libraries, maps, apparatus, prizes and school books		All other purposes		Total amount expended		Value of school sites, buildings and furniture		Value of equipment			
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	
1	7,577	64	349	19	178	74	4,361	62	12,467	19	38,450		2,101		
2	10	325	7,467	98	152	10	3,147	67	21,093	63	35,558		1,276		
3	22,419	92	3,335	74	199	70	12,898	45	38,853	81	78,616		3,364		
4	6,382	82	351	64	110	40	2,430	12	9,274	98	12,525		2,399		
5	4,377	41	526	45	62	86	1,342	93	6,309	65	12,400		1,007		
6	3,429	27	446	35	26	94	675	94	4,578	50	7,200		870		
7	5,887	65	365	87	258	39	3,616	41	10,128	32	20,300		2,209		
8	5,082	92	599	08	55	44	2,775	58	8,513	02	19,750		946		
9	640	00	8,054	59	4	25	182	69	8,881	53	9,000		350		
10	2,009	00	781	87	.....	.....	1,062	21	3,853	08	1,900		225		
11	834	06	116	52	.....	.....	70	74	1,021	32	1,200		194		
12	920	22	3	35	1	80	421	81	1,347	18	2,200		190		
13	3,017	75	104	29	113	41	1,718	53	4,953	98	8,200		631		
14	687	50	58	32	12	85	312	33	1,071	00	4,000		171		
15	3,291	56	261	21	12	00	1,056	88	4,621	65	14,600		1,149		
16	750	00	95	40	11	50	84	50	941	40	3,500		200		
17	550	00	16	75	2	75	77	71	647	21	2,500		85		
18	7,755	06	816	13	226	31	4,493	66	13,291	16	31,225		2,511		
19	1,974	87	159	50	46	12	2,042	13	4,222	62	12,500		610		
20	53,708	81	5,831	03	437	48	16,313	83	76,291	15	179,778		4,568		
21	13,482	18	2,235	27	412	38	5,405	30	21,535	13	60,230		4,561		
22	3,900	00	302	13	18	67	3,280	73	7,501	53	28,500		700		
23	13,985	31	5,090	26	147	94	5,101	65	24,325	16	51,025		2,793		
24	1,322	06	.....	.....	27	33	294	00	1,643	39	4,100		275		
25	7,073	74	894	88	202	37	1,853	43	10,024	42	26,250		1,673		
26	3,656	97	131	95	58	25	1,322	71	5,169	88	11,425		956		
27	1,000	00	1,111	04	.....	.....	5,131	52	7,242	56	12,800		900		
28	36,006	85	21,959	37	996	43	40,562	99	99,525	64	132,685		4,125		
222,049 45		61,466 16		3,776 41		122,038 07		409,330 09		822,417		41,039			
1	2,057	50	1,310	99	.....	.....	1,359	01	4,727	50	100,000		500		
2	4,172	16	7,161	66	356	37	9,156	19	20,846	38	55,000		1,100		
3	4,662	67	2,766	91	126	00	2,536	89	10,092	47	35,000		1,946		
4	13,236	00	440	96	7	50	13,441	95	27,126	41	240,000		296		
5	1,915	00	40	00	.....	.....	628	00	2,583	00	9,800		240		
6	5,946	00	457	10	.....	.....	5,030	02	11,433	12	44,000		1,000		
7	30,066	00	4,350	07	3,684	14	37,473	01	75,573	22	838,000		7,000		
8	9,203	75	1,097	00	83	00	5,398	74	15,782	49	54,000		1,800		
9	11,259	62	901	98	211	21	7,109	19	19,482	00	80,000		2,000		
10	13,640	13	2,420	76	984	51	13,581	26	30,626	66	139,000		5,000		
11	1,822	01	.....	.....	67	05	3,162	48	5,051	54	30,000		327		
12	103,358	96	2,094	18	153	78	79,061	89	184,668	81	621,288		36,255		
13	11,848	75	.....	.....	.....	.....	6,965	93	18,814	68	105,000		3,058		
14	6,023	50	29	40	152	54	18,371	89	24,577	33	81,953		1,500		
15	5,515	00	524	57	145	18	5,030	22	11,214	97	40,000		2,500		
16	2,541	67	598	59	198	27	2,771	97	6,110	50	33,000		1,036		
17	2,590	00	2,385	00	31	04	4,631	16	9,637	20	33,385		1,377		
18	11,929	59	5,280	46	.....	.....	58,289	68	75,499	73	160,000		15,000		
19	4,083	00	52	00	175	00	3,482	99	7,792	99	20,000		1,438		
20	135,570	46	197,990	60	4,570	34	226,887	44	565,018	84	1,055,000		64,659		
21	15,284	00	1,251	72	.....	.....	27,397	02	43,932	74	240,000		10,000		
22	1,086	44	.....	.....	.....	.....	935	34	2,021	78	16,500		1,157		
397,812 21		231,153 95		10,945 93		532,702 27		1,172,614 36		4,030,926		159,189			

13 E.

## ROMAN CATHOLIC

## I. TABLE F—FINANCIAL

Towns	Receipts				
	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, sub- scribed and other sources	Total amount received
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria .....	297 12	6,102 36	.....	844 49	7,243 97
2 Almonte .....	100 08	1,039 58	.....	1,707 84	2,847 50
3 Amherstburg .....	56 11	2,800 00	.....	2,526 53	5,382 64
4 Arnprior .....	209 39	5,178 05	.....	4,274 89	9,662 33
5 Barrie .....	113 44	2,206 86	.....	555 10	2,875 40
6 Blind River .....	.....	3,376 37	.....	67 02	3,443 39
7 Bonfield .....	200 00	947 82	.....	1,504 57	2,652 39
8 Brockville .....	217 16	5,000 00	.....	60 48	5,277 64
9 Cache Bay .....	930 85	1,000 00	.....	102 95	2,033 80
10 Charlton .....	135 68	810 12	.....	565 97	1,511 77
11*Chelmsford .....	.....	1,976 10	.....	203 66	2,179 76
12 Cobalt .....	479 29	16,038 14	.....	12,569 53	29,086 96
13 Cobourg .....	42 50	2,845 80	.....	110 47	2,998 77
14 Cochrane .....	.....	3,432 89	.....	2,808 46	6,241 35
15 Collingwood .....	89 37	2,365 55	.....	526 41	2,981 33
16 Cornwall .....	533 68	6,725 80	.....	10,005 80	17,265 28
17 Dundas .....	98 08	1,315 47	.....	145 16	1,558 71
18 Eastview .....	.....	9,017 97	.....	358 65	9,376 62
19 Ford .....	176 36	4,748 60	13,750 20	760 99	19,436 15
20 Fort Frances .....	204 29	2,410 46	.....	2,553 72	5,168 47
21 Goderich .....	70 72	801 10	.....	477 01	1,348 83
22 Hanover .....	47 52	1,144 07	.....	411 10	1,602 69
23*Haileybury .....	278 29	5,008 00	.....	1,884 00	7,170 29
24*Hawkesbury .....	.....	9,329 42	.....	745 97	10,075 39
25 Ingersoll .....	101 72	1,667 52	.....	1,363 36	3,132 60
26 Kearney .....	253 69	727 46	.....	312 96	1,294 11
27 Keewatin .....	137 69	774 60	.....	106 64	1,018 93
28 Kenora .....	172 69	3,700 00	.....	191 85	4,064 54
29 Lindsay .....	230 44	5,671 53	.....	648 81	6,550 78
30 Little Current .....	440 69	.....	.....	964 31	1,405 00
31 Massey .....	169 90	1,486 40	.....	91 28	1,747 58
32 Mattawa .....	669 69	3,502 80	.....	2,700 34	6,872 83
33 Merriton .....	.....	1,605 53	.....	847 98	2,453 51
34 Mount Forest .....	62 72	940 13	.....	782 17	1,785 02
35 New Liskeard .....	154 08	650 00	.....	438 25	1,242 33
36 Newmarket .....	44 36	1,018 66	.....	1,038 83	2,101 85
37 North Bay .....	996 97	17,308 46	.....	160 30	18,465 73
38 Oakville .....	44 72	864 39	.....	494 17	1,403 28
39 Orillia .....	111 76	4,316 00	.....	3,171 64	7,599 40
40 Oshawa .....	96 08	2,290 55	.....	718 80	3,105 43
41 Owen Sound .....	128 51	3,154 42	.....	797 34	4,080 27
42 Paris .....	74 04	635 14	.....	1,853 02	2,562 20
43 Parkhill .....	54 86	527 85	.....	232 00	814 71
44 Pembroke .....	402 96	8,776 29	.....	2,211 65	11,390 90
45 Perth .....	137 76	2,063 86	.....	453 32	2,654 94
46 Picton .....	24 36	773 60	.....	688 34	1,486 30
47 Prescott .....	.....	3,131 18	.....	4,891 05	8,022 23
48 Preston .....	136 44	4,009 97	.....	1,877 39	6,023 80
49 Rainy River .....	100 00	1,252 54	.....	307 89	1,660 43
50 Renfrew .....	385 21	10,317 46	.....	2,843 97	13,546 64

\*No report for 1919 received.

## SEPARATE SCHOOLS—Continued

## STATEMENT, ETC.—Continued

Expenditure												
Teachers' Salaries		Sites and building school houses		Libraries, maps, apparatus, prizes and school books		All other purposes		Total amount expended		Value of school sites, buildings and furniture	Value of equipment	
	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	
1	3,700	00					3,538	24	7,238	24	35,000	800
2	1,425	89					299	96	1,775	85	5,000	510
3	2,100	00					2,746	10	5,366	43	39,000	1,745
4	3,999	00					5,138	05	9,137	05	15,000	582
5	1,680	00					948	41	2,662	06	10,500	700
6	2,050	00					275	00	3,272	10	10,000	1,500
7	1,143	00					204	20	1,358	20	2,000	69
8	3,000	00					1,424	64	5,224	64	40,000	5,000
9	1,010	00					682	14	1,859	16	2,600	88
10	776	88					271	16	1,269	78	1,500	300
11	1,430	00					577	31	2,036	61	1,800	197
12	7,155	13					16,645	56	28,742	56	52,200	1,000
13	1,700	00					972	90	2,987	90	17,500	875
14	2,400	00					2,050	09	4,947	02	15,000	400
15	1,410	00					1,498	55	2,963	57	21,000	456
16	7,589	50					9,211	30	16,800	80	50,000	8,000
17	1,112	55					377	99	1,493	92	7,000	277
18	4,350	00					3,750	01	8,734	63	42,000	122
19	2,839	21					2,744	89	19,404	91	10,000	377
20	1,716	00					1,717	65	3,616	68	30,000	400
21	675	05					635	83	1,310	88	8,300	381
22	1,080	00					520	04	1,600	04	500	100
23	3,650	00					2,012	73	5,662	73	15,000	200
24	6,994	71					2,758	14	9,932	60	55,000	1,265
25	886	64					562	19	1,471	25	5,000	386
26	618	08					197	63	1,119	68	1,300	200
27	585	00					261	92	856	92	4,500	300
28	1,102	50					1,299	06	2,401	56	20,000	300
29	3,500	00					2,580	94	6,192	34	80,000	1,000
30	720	00					200	00	1,405	00	5,400	700
31	983	75					376	80	1,392	68	4,600	115
32	2,116	23					1,889	18	5,974	84	16,000	835
33	1,192	21					699	32	2,031	73	7,000	217
34	950	00					544	97	1,507	54	4,500	171
35	768	75					310	35	1,147	83	5,000	30
36	775	00					191	61	1,041	11	5,000	225
37	10,746	05					7,075	93	18,309	18	80,000	280
38	600	00					327	90	1,387	75	4,000	150
39	1,825	20					2,670	09	4,598	90	20,000	2,000
40	1,350	00					1,443	06	2,830	41	30,000	500
41	1,431	50					2,004	68	3,576	52	10,000	375
42	1,227	08					619	85	2,122	18	15,000	240
43	615	00					89	95	704	95	3,000	84
44	6,860	25					2,247	71	10,170	67	40,000	500
45	1,640	00					578	90	2,450	55	6,500	700
46	585	00					138	40	750	11	2,000	200
47	1,733	30					1,536	35	3,269	65	20,000	1,500
48	1,532	38					2,350	89	3,883	27	28,000	875
49	655	00					428	72	1,201	90	13,000	300
50	3,564	38					2,510	04	13,188	60	50,000	1,000



## ROMAN CATHOLIC

## I. TABLE F—FINANCIAL

Towns—Concluded	Receipts				
	Legislative Grants	Municipal Grants and Assessments	Debentures	Balances, sub- scribed and other sources	Total amount received
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
51*Rockland .....		5,358 00			5,358 00
52 St. Mary's .....	55 72	1,067 54		1,056 25	2,179 51
53 Sandwich .....	779 44	4,509 23		5,095 47	10,384 14
54 Seaforth .....	63 72	1,187 98		2,233 99	3,485 69
55 Smith's Falls .....	145 44	2,670 03	31,297 95	776 92	34,890 34
56 Sturgeon Falls .....	345 68	11,059 38		578 50	11,983 56
57 Sudbury .....	882 88	21,825 51		26,697 95	49,406 34
58 Thorold .....	194 80	5,091 19		5,823 33	11,109 32
59 Tilbury .....	121 20	2,561 82		1,862 57	4,545 59
60 Timmins .....	364 88	13,000 00	15,000 00	2,741 49	31,106 37
61 Trenton .....	168 76	2,719 00		2,560 62	5,448 38
62 Vankleek Hill .....	111 76	1,602 25		716 77	2,430 78
63 Walkerton .....	130 44	2,072 62		1,187 75	3,390 81
64 Walkerville .....	114 08	2,139 07		230 48	2,483 63
65 Wallaceburg .....	229 80	3,543 60		1,383 73	5,157 13
66 Waterloo .....	218 80	4,209 50		1 92	4,430 22
67 Weston .....		1,059 60		863 40	1,923 00
68 Whitby .....	39 68	580 26		507 58	1,127 52
Totals .....	13,378 35	263,043 45	60,048 15	130,277 15	466,747 10
Totals					
1 Rural Schools .....	67,519 20	245,708 84	66,091 77	151,141 63	530,461 44
2 Cities .....	16,895 46	728,514 87	300,828 00	225,815 22	1,272,053 55
3 Towns .....	13,378 35	263,043 45	60,048 15	130,277 15	466,747 10
4 Villages .....	1,253 60	20,724 68	28 87	12,078 41	34,085 56
5 Grand Totals, 1919 .....	99,046 61	1,257,991 84	426,996 79	519,312 41	2,303,347 65
6 Grand Totals, 1918 .....	68,612 94	1,330,378 86		324,642 78	1,723,634 58
7 Increases .....	30,433 67			194,669 63	579,713 07
8 Decreases .....		72,387 02			
9 Percentages .....	4.30	54.61	18.54	22.54	

\*No report for 1919 received.

## SEPARATE SCHOOLS—Continued

## STATEMENT, ETC.—Concluded

Expenditure					Total amount expended	Value of school sites, buildings and furniture	Value of equipment
Teachers' Salaries	Sites and build- ing school houses	Libraries, maps, apparatus, prizes and school books	All other purposes				
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$	\$
51 3,900 00	598 00	210 00	650 00	5,358 00	20,000	2,000	
52 850 00		25 00	880 00	1,755 00	2,500	170	
53 2,600 00	672 00		1,952 79	5,224 79	11,500	358	
54 1,222 04	500 91	137 15	960 63	2,820 73	6,900	300	
55 1,618 00		13 00	32,676 80	34,307 80	50,000	553	
56 4,132 00	1,126 81		2,002 28	7,261 09	20,000	562	
57 13,225 95	12,936 10		23,138 61	49,300 66	59,796	470	
58 2,980 34	5,891 80		1,405 74	10,277 88	28,500	1,143	
59 1,620 00	100 00	79 88	816 24	2,616 12	13,000	323	
60 5,233 88	16,284 31	1,394 77	5,547 11	28,460 07	50,000	300	
61 1,300 00	1,081 03	5 69	2,211 77	4,598 49	10,000	1,265	
62 1,500 00			284 40	1,784 40	25,000	213	
63 1,329 00	357 98	44 95	886 17	2,618 10	20,000	600	
64 725 00	349 18		855 41	1,929 59	12,000	105	
65 1,618 75		8 96	2,612 52	4,240 23	30,000	964	
66 2,853 55	258 70		1,317 97	4,430 22	16,000	3,400	
67 830 64	103 55	23 21	98 60	1,056 00	40,000	2,500	
68 640 00	118 25		220 65	978 90	6,000	100	
161,729 37	68,140 25	10,878 90	172,655 03	413,403 55	1,386,896	53,853	
1 222,049 45	61,466 16	3,776 41	122,038 07	409,330 09	822,417	41,039	
2 397,812 21	231,153 95	10,945 93	532,702 27	1,172,614 36	4,030,926	159,189	
3 161,729 37	68,140 25	10,878 90	172,655 03	413,403 55	1,386,896	53,853	
4 15,931 90	1,129 49	395 66	7,975 71	25,432 76	103,050	5,880	
5 797,522 93	361,889 85	25,996 90	835,371 08	2,020,780 76	6,343,289	259,961	
6 703,334 75	176,037 40	19,600 34	570,585 76	1,469,558 25	5,668,806	250,517	
7 94,188 18	185,852 45	6,396 56	264,785 32	551,222 51	674,483	9,444	
8							
9 39.46	17.91	1.28	41.34				

Cost per pupil, enrolled attendance: Rural Schools, \$23.06; Cities, \$32.13; Towns, \$21.78; Villages, \$15.65; Province, \$27.00.

## ROMAN CATHOLIC

## II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Rural Schools	Teachers													
	No. of schools	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	No. who have ever attended a Model School in Ont.	No. who have ever attended a Normal Sch'l in Ont.	No. who have ever attended the Normal College or F. of E. in Ont.	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District Kinder'ten-Prim.
1 Bruce.....	8	12	...	12	687	...	...	7	2	...	2	7	...	...
2 Carleton.....	20	25	1	24	700	442	8	8	1	...	1	7	6	1
3 Essex.....	27	38	...	38	636	...	19	14	...	...	...	17	16	...
4 Frontenac.....	11	11	1	10	750	575	2	9	...	...	...	8	3	...
5 Grey.....	7	7	1	6	700	708	1	5	1	...	1	5	1	...
6 Hastings.....	6	6	...	6	658	...	1	5	...	...	...	5	1	...
7 Huron.....	8	10	...	10	673	...	...	10	...	...	...	10	...	...
8 Kent.....	7	8	...	8	675	...	3	5	...	...	1	4	3	...
9 Lambton.....	1	1	...	1	700	...	...	1	...	...	...	1	...	...
10 Lanark.....	3	4	...	4	569	...	3	1	...	...	...	1	3	...
11 Leeds & Grenville	2	2	...	2	450	...	...	...	...	...	...	...	1	...
12 Lennox & Add'gton	2	2	...	2	575	...	1	1	...	...	...	1	1	...
13 Middlesex.....	5	5	...	5	643	...	...	5	...	...	...	5	...	...
14 Norfolk.....	1	1	...	1	800	...	...	1	...	...	...	1	...	...
15 Northumberland and Durham....	6	6	...	6	592	...	...	6	...	...	...	6	...	...
16 Ontario.....	1	1	...	1	750	...	...	1	...	...	...	1	...	...
17 Peel.....	1	1	...	1	550	...	...	1	...	...	...	...	1	...
18 Perth.....	6	11	1	10	750	760	...	6	5	...	5	6	...	...
19 Peterborough...	3	3	...	3	683	...	...	3	...	...	...	3	...	...
20 Prescott & Russell	93	127	3	124	483	409	77	5	...	...	...	5	65	12
21 Renfrew.....	15	25	...	25	557	...	5	16	3	...	3	16	3	...
22 Simcoe.....	4	8	...	8	449	...	1	5	...	...	...	5	...	...
23 Stormont, Dundas and Glengarry...	20	29	1	28	550	496	12	15	2	1	3	12	9	1
24 Victoria.....	2	2	...	2	700	...	...	2	...	...	...	2	...	...
25 Waterloo.....	7	12	1	11	800	591	...	7	...	...	...	7	...	...
26 Wellington.....	6	6	...	6	683	...	...	6	...	...	...	5	1	...
27 York.....	1	2	...	2	500	...	...	1	...	...	...	1	...	...
28 Districts.....	56	78	1	77	1200	554	34	4	4	...	4	3	23	11
Totals.....	329	443	10	433	690	532	168	150	18	1	20	144	137	25
Cities														
1 Belleville.....	1	6	...	6	417	...	3	5	...	...	...	5	...	...
2 Brantford.....	2	11	...	11	397	...	...	5	1	...	1	5	...	...
3 Chatham.....	2	10	...	10	490	...	...	9	1	...	1	9	...	...
4 Fort William....	5	22	...	22	657	...	...	19	...	...	...	19	...	...
5 Galt.....	1	3	...	3	608	...	1	2	...	...	...	2	1	...
6 Guelph.....	3	12	...	12	467	...	...	7	...	...	...	7	...	...
7 Hamilton.....	14	72	1	71	1400	404	19	42	9	4	9	37	2	3
8 Kingston.....	3	17	1	16	1300	397	...	12	1	...	1	12	...	...
9 Kitchener.....	2	22	...	22	499	...	...	17	3	...	3	17	...	...
10 London.....	9	31	...	31	440	...	...	27	4	...	4	24	...	3
11 Niagara Falls...	1	6	...	6	525	...	2	4	...	...	...	4	1	...
12 Ottawa.....	33	195	45	150	735	439	71	56	6	1	6	56	69	2
13 Peterborough...	4	28	...	28	427	...	...	23	3	...	3	23	...	...
14 Port Arthur...	2	10	...	10	610	...	...	9	...	...	...	9	...	...
15 St. Catharines...	3	11	...	11	518	...	2	6	...	...	...	6	1	...
16 St. Thomas.....	1	6	...	6	417	...	2	3	1	...	1	2	...	1
17 Sarnia.....	2	8	...	8	375	...	2	6	...	...	...	6	...	...
18 Sault Ste. Marie..	5	23	...	23	547	...	7	10	...	...	...	11	5	4
19 Stratford.....	1	9	...	9	500	...	...	4	...	...	...	4	...	...
20 Toronto.....	28	196	25	171	911	619	19	145	13	4	13	145	4	4
21 Windsor.....	5	31	...	31	472	...	3	27	...	...	...	27	3	...
22 Woodstock.....	1	3	...	3	350	...	...	3	...	1	...	3	...	...
Totals.....	128	732	72	660	813	500	131	441	42	10	42	433	86	6



## SEPARATE SCHOOLS—Continued

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.

Permanent Ungraded		Temporary	Number of Pupils	Boys	Girls	Average daily attendance	Percent. of average to total attendance	Kindergarten-Primary	First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book	Art
1	3	...	512	254	258	378	73	...	91	81	103	121	115	1	512
2	1	9	1,048	524	524	599	57	...	385	169	178	169	142	5	704
3	1	4	1,770	910	860	1,076	61	59	564	301	347	272	221	6	1,707
4	...	...	274	157	117	161	59	...	66	36	21	72	74	5	274
5	...	...	214	108	106	104	49	...	46	21	21	52	73	1	214
6	...	...	128	63	65	79	62	...	26	21	20	27	33	1	128
7	...	...	309	155	154	214	69	...	40	43	56	82	77	11	309
8	...	...	327	161	166	216	66	...	100	68	45	61	50	3	326
9	...	...	55	25	30	30	55	...	17	7	5	8	17	1	55
10	...	...	84	38	46	53	63	...	23	7	11	28	10	5	84
11	...	1	22	9	13	11	50	...	4	4	4	9	1	...	22
12	...	...	27	14	13	15	55	...	4	3	7	4	9	...	27
13	...	...	93	51	42	67	72	...	14	12	12	20	35	...	93
14	...	...	48	20	28	37	77	...	4	4	8	11	21	...	48
15	...	...	106	59	47	65	61	...	16	16	9	34	29	2	106
16	...	...	61	25	36	46	75	...	11	8	9	14	19	...	61
17	...	...	25	14	11	14	56	...	5	1	4	4	11	...	25
18	...	...	411	180	231	270	66	...	77	37	47	87	103	60	401
19	...	...	125	69	56	81	65	...	22	15	13	35	40	...	125
20	2	43	5,631	2,814	2,817	3,497	62	225	2,228	1,063	1,033	657	362	63	4,276
21	1	2	862	428	434	564	65	...	198	129	173	150	149	63	862
22	...	3	368	171	197	261	71	...	126	45	61	71	65	...	368
23	2	2	1,107	531	576	600	54	...	344	168	169	156	147	123	994
24	...	...	92	50	42	68	74	...	16	6	14	24	32	...	92
25	3	2	441	237	204	330	75	...	69	59	93	147	73	...	441
26	...	...	129	64	65	86	67	...	27	17	19	36	30	...	129
27	1	...	96	53	43	64	67	...	23	14	15	22	22	...	96
28	...	37	3,381	1,637	1,744	1,624	48	549	1,165	573	554	352	185	3	2,489
14	103	...	17,746	8,821	8,925	10,610	59.78	833	5,711	2,928	3,051	2,725	2,145	353	14,968
1	1	...	323	140	183	229	71	...	71	56	51	72	73	...	323
2	4	1	647	280	367	465	72	...	190	118	89	139	111	...	647
3	...	...	428	233	195	349	82	...	111	74	64	90	89	...	428
4	1	2	1,316	656	660	857	65	...	547	258	256	137	118	...	1,316
5	...	...	169	74	95	128	76	...	50	17	39	43	20	...	169
6	5	...	637	367	270	446	70	...	131	97	135	159	115	...	637
7	19	2	3,072	1,571	1,501	2,372	77	199	453	690	381	656	431	262	3,007
8	4	...	783	353	430	583	74	...	131	134	149	206	163	...	783
9	2	...	1,031	523	508	758	74	...	153	138	307	196	201	36	1,031
10	...	...	1,168	586	582	880	75	12	287	156	191	236	206	80	1,148
11	1	...	273	138	135	176	64	...	86	49	47	43	48	...	273
12	18	44	9,742	4,715	5,027	6,150	63	249	2,424	1,886	2,072	1,641	1,326	144	9,742
13	2	...	1,323	636	687	911	69	...	231	177	181	277	276	181	1,323
14	1	...	453	226	227	372	82	...	121	63	130	91	48	...	453
15	4	...	552	288	264	362	66	...	105	108	125	110	104	...	552
16	2	...	248	130	118	193	78	...	53	39	36	61	59	...	248
17	2	...	290	168	122	254	88	...	77	45	41	73	54	...	290
18	...	3	1,383	654	729	831	60	114	458	228	199	225	159	...	1,383
19	5	...	379	216	163	292	77	...	75	39	86	92	87	...	379
20	30	...	10,294	5,289	5,005	6,799	66	238	2,062	1,717	2,221	2,031	1,520	505	10,294
21	1	...	1,844	951	893	1,226	66	...	541	279	406	352	266	...	1,844
22	...	...	132	62	70	92	69	...	20	28	27	37	20	...	132
102	52	...	36,487	18,256	18,231	24,725	67.76	812	8,377	6,396	7,233	6,967	5,494	1,208	36,402

## ROMAN CATHOLIC

## II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE.

Rural Schools— Concluded	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Bruce .....	421	512	512	512	116	237	340	512	512	512	...
2 Carleton .....	812	794	576	908	170	150	643	776	659	853	26
3 Essex .....	1,317	1,402	1,489	1,448	302	447	750	1,447	1,382	1,554	3
4 Frontenac .....	274	274	274	274	79	157	170	274	274	274	...
5 Grey .....	168	214	214	214	74	126	147	214	214	214	...
6 Hastings .....	128	128	128	128	34	61	81	128	128	128	...
7 Huron .....	269	309	309	309	88	170	226	309	309	309	...
8 Kent .....	231	299	250	250	85	76	137	286	286	327	2
9 Lambton .....	55	55	55	55	18	26	26	54	54	55	1
10 Lanark .....	84	84	84	84	15	43	54	84	84	84	...
11 Leeds & Grenville	22	22	22	22	1	9	13	22	22	22	...
12 Lennox & Add'n.	27	27	27	27	9	13	20	27	27	27	...
13 Middlesex .....	93	93	93	93	35	47	60	93	93	93	...
14 Norfolk .....	48	48	48	48	21	21	32	48	48	48	...
15 Northumberland and Durham..	106	106	106	106	31	64	74	106	106	106	...
16 Ontario .....	61	61	61	61	19	33	42	61	61	61	...
17 Peel .....	25	25	25	25	11	15	15	25	25	25	...
18 Perth .....	325	360	411	411	153	240	297	351	351	411	...
19 Peterborough...	125	125	125	125	40	76	88	125	125	125	...
20 Prescott & Russell	3,692	3,707	2,313	4,168	568	602	2,819	3,795	2,956	4,124	46
21 Renfrew .....	823	818	827	846	229	350	464	827	827	862	1
22 Simcoe .....	368	368	368	368	65	153	187	368	368	368	...
23 Stormont, Dundas and Glengarry	872	883	896	979	376	381	473	536	662	1,044	66
24 Victoria .....	92	92	92	92	32	56	70	92	92	92	...
25 Waterloo .....	372	441	441	441	73	240	333	441	441	441	...
26 Wellington .....	102	129	129	129	26	66	85	129	129	129	...
27 York .....	96	96	96	96	22	44	44	96	96	96	...
28 Districts .....	1,981	2,269	2,152	2,289	470	777	1,343	2,466	2,255	2,689	43
Totals .....	12,989	13,741	12,123	14,508	3,162	4,680	9,033	13,692	12,586	15,073	188
Cities											
1 Belleville .....	323	323	323	323	73	145	145	323	323	323	...
2 Brantford .....	457	647	647	647	111	250	339	647	647	647	...
3 Chatham .....	428	428	428	428	89	179	243	428	428	428	...
4 Fort William ...	1,316	1,316	1,316	1,316	118	255	511	1,316	1,316	1,316	...
5 Galt .....	119	169	169	169	20	63	102	169	169	169	...
6 Guelph .....	637	637	637	637	115	274	409	637	637	637	...
7 Hamilton .....	3,007	3,072	3,072	3,072	628	1,665	1,665	2,810	2,810	3,072	65
8 Kingston .....	783	783	783	783	163	313	375	783	783	783	...
9 Kitchener .....	878	1,031	1,031	1,031	237	433	740	995	995	1,031	13
10 London .....	1,168	1,148	1,168	1,168	266	266	502	1,088	1,088	1,168	39
11 Niagara Falls...	273	273	273	273	48	91	138	273	273	273	...
12 Ottawa .....	8,961	9,742	8,967	8,967	9,742	2,790	9,742	9,742	8,967	9,742	476
13 Peterborough...	1,323	1,323	1,323	1,323	626	834	873	1,323	1,323	1,323	...
14 Port Arthur .....	453	453	453	453	48	59	79	453	453	453	...
15 St. Catharines...	552	552	552	552	137	137	552	552	552	552	...
16 St. Thomas .....	248	248	248	248	59	59	195	248	248	248	...
17 Sarnia .....	290	290	290	290	54	127	127	290	290	290	...
18 Sault Ste. Marie.	1,383	1,383	1,383	1,383	301	267	476	1,383	1,383	1,383	...
19 Stratford .....	304	379	379	379	87	179	265	379	379	379	...
20 Toronto .....	10,294	10,294	10,294	10,294	4,056	4,056	4,056	10,294	10,294	10,294	133
21 Windsor .....	1,844	1,844	1,844	1,844	266	331	341	1,844	1,844	1,844	...
22 Woodstock .....	132	132	132	132	20	57	84	132	132	132	...
Totals .....	35,173	36,467	35,712	35,712	17,264	12,830	21,959	36,109	35,334	36,487	726

## SEPARATE SCHOOLS—Continued

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			
												Number of Maps	Number of Globes	No. of Schools giving Prizes	Number of Trees planted on Arbor Day
1	1								77	35	12	105	11	2	
2	5	1			4	732	4		107	29		183	22	8	4
3	3	3				1,307	3	3	73	52		258	27	5	
4									59			108	11	8	
5	1	1		1	1				131	48		86	8	3	
6	1	1	1						14			62	7		
7	11	11	6				11		119	33		101	8	4	4
8	3	1	3	2		192			133			67	8	3	
9	1	1							55			13	2	1	
10	5	5		5	5		5		22			36	3	1	
11									15			23	2	1	
12									13			27	2	1	
13									65			65	5		
14												12	1		
15	2	2	1	1	1				48			50	6	2	6
16									33			9	1		
17												11	1		
18	50	60	43	50	43		50	9	199		26	89	8	1	4
19									53			31	3	1	
20	73				41	5,514	34		122	182	84	491	67	24	69
21	39	61	50	57	53	73	39		138		34	153	17	8	2
22						313						51	6	2	6
23	87	121	102	58	66	558	19	2	207	70	24	182	20	8	8
24									54			21	2	1	
25									165	87	28	111	10	5	7
26									61		19	80	6	2	4
27									44			8	1		
28	3	3	3		1	2,771			327	430	16	270	41	17	29
	285	271	209	174	215	11,460	165	14	2,334	966	243	2,703	306	108	143
1												22	2	1	
2									47			19	3	2	
3												30	4	2	
4									185			32	2		
5										67		6	1		2
6									65			35	4		
7	262	262	262	202	202		202	65	146			182	54	14	
8												30	8		
9	36	36	21	36	19		18	13		63	51	32	2	2	
10	80	47	17	47	47		47	39	322			100	15	9	
11												6	2	1	
12	227	227	152	131	227	4,459		79	77			516	53	1	
13	141	181	170	181			141		150			60	9	4	
14										6	13	10	2	1	
15									46			40	3		
16									120			18	1	1	
17												16	2	2	
18						455			103	109	106	44	6		
19									179	77	63	20	3		
20	505	372	372	407	407	234	383	133	983		498	234	39		
21												62	9	5	
22												10	2	1	
	1,251	1,125	994	1,004	902	5,148	791	329	2,423	322	731	1,524	226	46	2



## ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns	Teachers													
	No. of schools	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University graduates	1st Class or Interim	2nd Class or Interim	3rd Class	District
1 Alexandria ...	2	12	...	12	\$	308	2	2	...	...	1	3	1	...
2 Almonte ...	1	3	...	3	...	450	...	2	1	...	...	2	...	...
3 Amherstburg ...	2	8	...	8	...	300	4	4	...	...	...	4	...	...
4 Arnprior ...	2	9	...	9	...	511	6	7	...	...	...	7	...	...
5 Barrie ...	1	3	...	3	...	550	...	2	...	...	...	2	...	...
6 Blind River ...	1	5	...	5	...	410	4	...	...	...	...	...	3	1
7 Bonfield ...	1	2	1	1	700	450	1	...	...	...	...	...	...	1
8 Brockville ...	1	8	...	8	...	337	1	7	...	...	...	7	1	...
9 Cache Bay ...	1	2	...	2	...	550	2	...	...	...	...	...	2	...
10 Chariton ...	1	1	...	1	...	750	1	1	...	...	...	1	...	...
11*Chelmsford ...	1	4	...	4	...	369	...	1	...	...	...	1	...	...
12 Cobalt ...	2	13	...	13	...	667	2	5	...	...	...	5	2	...
13 Cobourg ...	1	4	...	4	...	425	...	3	...	...	...	3	...	...
14 Cochrane ...	1	5	...	5	...	400	...	...	...	...	...	...	...	...
15 Collingwood ...	1	2	...	2	...	750	...	2	...	...	...	2	...	...
16 Cornwall ...	4	19	4	15	550	415	5	14	...	...	...	12	2	...
17 Dundas ...	1	3	...	3	...	380	2	1	...	...	...	1	...	...
18 Eastview ...	1	11	1	10	700	385	5	...	...	...	...	...	5	1
19 Ford ...	2	8	...	8	...	344	6	1	...	...	...	1	2	...
20 Fort Frances ...	1	4	...	4	...	425	...	...	...	...	...	...	...	...
21 Goderich ...	1	2	...	2	...	375	...	2	...	...	...	2	...	...
22 Hanover ...	1	2	...	2	...	600	...	2	...	...	...	2	...	...
23*Haileybury ...	1	6	...	6	...	608	...	3	...	...	...	3	...	...
24*Hawkesbury ...	3	24	6	18	450	239	6	1	...	...	...	1	5	1
25 Ingersoll ...	1	3	...	3	...	383	1	2	...	...	...	2	...	...
26 Kearney ...	1	1	...	1	...	550	...	1	...	...	...	1	...	...
27 Keewatin ...	1	1	...	1	...	600	1	...	...	...	...	...	...	1
28 Kenora ...	1	5	...	5	...	376	...	...	...	...	...	...	...	...
29 Lindsay ...	2	7	1	6	1125	433	...	7	...	...	...	7	...	...
30 Little Current	1	1	...	1	...	800	1	1	...	...	...	1	...	...
31 Massey ...	1	2	...	2	...	575	1	...	...	...	...	...	1	...
32 Mattawa ...	1	6	...	6	...	467	3	1	...	...	...	1	4	...
33 Merriton ...	1	2	...	2	...	625	...	2	...	...	...	2	...	...
34 Mount Forest	1	2	...	2	...	475	...	1	...	...	...	1	...	...
35 New Liskeard	1	1	...	1	...	700	...	1	...	...	...	1	...	...
36 Newmarket...	1	1	...	1	...	725	...	1	...	...	...	1	...	...
37 North Bay...	3	18	...	18	...	644	5	13	...	...	...	13	4	1
38 Oakville ...	1	1	...	1	...	600	...	...	...	1	...	1	...	...
39 Orillia ...	1	4	...	4	...	300	...	3	...	...	...	2	...	...
40 Oshawa ...	1	3	...	3	...	500	3	...	...	...	...	...	...	...
41 Owen Sound	1	4	...	4	...	350	...	3	...	1	...	3	...	...
42 Paris ...	1	2	...	2	...	600	1	1	...	...	...	1	...	...
43 Parkhill ...	1	1	...	1	...	600	...	1	...	...	...	1	...	...
44 Pembroke...	1	13	...	13	...	562	1	7	1	...	1	9	1	...
45 Perth ...	1	4	...	4	...	410	...	4	...	...	...	4	...	...
46 Picton ...	1	1	...	1	...	600	...	1	...	...	...	1	...	...
47 Prescott ...	1	4	...	4	...	500	3	2	...	...	...	3	...	...
48 Preston...	1	5	...	5	...	350	1	2	...	...	...	2	1	...
49 Rainy River	1	1	...	1	...	700	...	...	...	...	...	...	...	...
50 Renfrew ...	1	9	...	9	...	422	1	5	...	...	...	5	1	...
51*Rockland	2	15	...	15	...	260	4	...	...	...	...	...	8	3
52 St. Mary's	1	2	...	2	...	400	...	...	...	...	...	...	...	...
53 Sandwich ...	2	7	...	7	...	294	2	5	...	...	...	5	2	...

\*No report received for 1919.

## SEPARATE SCHOOLS—Continued

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Kindergarten Primary	Permanent Ungraded	Temporary	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Kindergarten-Primary	First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book
1	.....	4	3	605	269	336	435	72	.....	206	45	153	118	83	.....
2	.....	1	.....	106	45	61	93	88	.....	22	20	19	28	17	.....
3	.....	4	.....	336	131	205	209	62	.....	103	38	45	66	48	36
4	.....	2	.....	542	267	275	330	61	.....	209	58	98	116	61	.....
5	.....	1	.....	139	76	63	100	72	.....	22	17	27	32	41	.....
6	.....	.....	1	275	123	152	183	67	.....	164	27	43	13	28	.....
7	.....	.....	1	110	48	62	59	54	.....	73	6	21	8	2	.....
8	.....	.....	.....	280	133	147	226	81	.....	56	38	57	66	46	17
9	.....	.....	.....	120	66	54	79	66	43	35	12	15	10	5	.....
10	.....	.....	.....	55	23	32	40	73	.....	5	18	18	9	5	.....
11	.....	1	2	180	78	102	117	65	.....	40	33	43	41	21	2
12	.....	.....	6	648	357	291	340	52	.....	344	94	97	79	34	.....
13	.....	1	.....	137	71	66	107	78	.....	22	22	28	33	32	.....
14	.....	.....	5	250	117	133	193	77	20	118	31	37	34	10	.....
15	.....	.....	.....	105	51	54	67	64	.....	34	13	12	24	22	.....
16	.....	4	1	1,055	483	572	765	73	.....	364	218	248	151	74	.....
17	.....	2	.....	131	67	64	89	68	.....	48	19	17	20	27	.....
18	.....	.....	5	612	267	345	471	77	.....	212	212	122	41	25	.....
19	.....	2	3	482	236	246	308	64	.....	209	49	97	88	39	.....
20	.....	.....	4	174	82	92	121	69	24	24	20	48	28	30	.....
21	.....	.....	.....	81	43	38	61	75	.....	13	10	15	23	20	.....
22	.....	.....	.....	92	46	46	66	72	.....	19	19	6	38	10	.....
23	.....	.....	3	344	185	159	169	49	.....	98	69	97	47	33	.....
24	.....	.....	17	1,137	526	611	668	59	.....	374	293	266	155	34	15
25	.....	1	.....	117	52	65	91	78	.....	25	16	14	35	27	.....
26	.....	.....	.....	43	25	18	28	65	.....	9	5	.....	20	9	.....
27	.....	.....	.....	38	20	18	27	71	.....	21	1	4	7	5	.....
28	.....	.....	5	224	107	117	142	63	.....	80	16	52	49	27	.....
29	.....	.....	.....	314	154	160	237	75	.....	71	38	64	64	77	.....
30	.....	.....	.....	43	21	22	34	79	.....	16	9	7	3	8	.....
31	.....	.....	1	100	44	56	45	45	10	39	10	20	13	8	.....
32	.....	1	.....	324	156	168	193	60	.....	72	89	39	74	43	7
33	.....	.....	.....	70	40	30	49	70	.....	17	7	12	18	16	.....
34	.....	1	.....	77	36	41	60	78	.....	16	7	16	22	16	.....
35	.....	.....	.....	68	35	33	29	43	.....	31	2	10	17	8	.....
36	.....	.....	.....	76	43	33	58	76	.....	22	17	12	12	13	.....
37	.....	.....	.....	1,031	498	533	679	66	.....	337	160	205	176	153	.....
38	.....	.....	.....	44	19	25	26	59	.....	10	11	5	6	12	.....
39	1	1	.....	180	86	94	115	64	.....	35	37	40	34	34	.....
40	.....	3	.....	195	110	85	126	65	.....	66	30	29	22	48	.....
41	.....	1	.....	178	96	82	130	73	.....	24	23	41	51	39	.....
42	.....	1	.....	75	43	32	51	68	.....	26	9	8	20	12	.....
43	.....	.....	.....	33	22	11	20	61	.....	6	2	8	6	11	.....
44	.....	2	.....	650	331	319	427	66	.....	162	112	132	142	102	.....
45	.....	.....	.....	195	94	101	152	78	.....	30	25	45	49	46	.....
46	.....	.....	.....	31	12	19	20	63	.....	10	3	3	6	9	.....
47	.....	1	.....	135	79	56	106	79	.....	28	17	29	30	31	.....
48	.....	2	.....	246	113	133	185	75	.....	61	33	35	64	53	.....
49	.....	.....	1	44	21	23	34	77	16	10	9	.....	5	4	.....
50	.....	3	.....	491	244	247	353	72	.....	201	55	46	98	91	.....
51	.....	.....	4	922	491	431	575	62	.....	417	262	142	77	24	.....
52	.....	2	.....	49	23	26	37	76	.....	3	14	6	13	13	.....
53	.....	.....	.....	391	213	178	227	58	.....	135	67	120	48	21	.....

## ROMAN CATHOLIC

## II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE.

Towns—Con.	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture	Bookkeeping
1 Alexandria ...	605	605	605	398	398	83	201	201	398	605	605	....
2 Almonte .....	106	84	106	84	84	29	50	64	84	106	106	....
3 Amherstburg .	336	336	336	336	336	84	150	150	336	336	336	10
4 Arnprior .....	542	333	542	542	542	61	177	275	542	542	542	....
5 Barrie .....	139	117	139	139	139	41	73	100	139	139	139	....
6 Blind River...	275	275	275	275	275	41	28	41	275	275	275	....
7 Bonfield .....	37	37	110	110	110	2	2	31	110	110	110	....
8 Brockville ...	280	280	280	280	280	63	111	169	280	280	280	....
9 Cache Bay....	120	120	120	42	120	5	15	15	120	120	120	....
10 Charlton .....	55	55	55	55	55	14	14	14	55	55	55	....
11 Chelmsford ...	180	180	180	180	180	107	25	180	180	180	180	23
12 Cobalt .....	648	497	648	497	420	65	192	305	648	648	648	....
13 Cobourg .....	137	137	137	137	137	32	65	93	137	137	137	....
14 Cochrane .....	170	250	250	210	170	170	34	72	170	170	250	....
15 Collingwood...	105	71	105	105	105	22	46	58	105	105	105	....
16 Cornwall .....	1,055	1,055	1,055	1,055	1,055	74	691	691	1,055	1,055	1,055	....
17 Dundas .....	131	131	131	131	131	27	47	64	131	131	131	....
18 Eastview .....	612	612	612	612	612	66	160	400	612	612	612	20
19 Ford .....	482	273	482	482	482	39	62	181	482	482	482	....
20 Fort Frances..	174	174	174	174	174	47	47	96	174	174	174	....
21 Goderich .....	81	68	81	81	81	20	43	58	81	81	81	....
22 Hanover .....	92	73	92	92	92	10	48	54	92	92	92	....
23 Haileybury ...	256	256	344	256	344	33	75	256	256	344	344	....
24 Hawkesbury ..	1,137	1,137	1,137	1,137	1,137	49	49	529	1,137	1,137	1,137	....
25 Ingersoll .....	117	117	117	117	117	27	27	62	117	117	117	....
26 Kearney .....	43	43	43	43	43	9	29	29	43	43	43	....
27 Keewatin ....	38	38	38	38	38	5	7	16	38	38	38	....
28 Kenora .....	224	224	224	224	224	27	76	128	224	224	224	....
29 Lindsay .....	314	314	314	314	314	77	141	176	314	314	314	....
30 Little Current	43	43	43	43	43	8	3	8	43	43	43	....
31 Massey .....	90	75	.....	41	41	51	21	41	21	21	.....	....
32 Mattawa .....	324	324	324	324	324	50	324	324	324	324	324	6
33 Merritton ...	70	70	70	70	70	16	53	53	70	70	70	....
34 Mount Forest .	77	61	77	77	77	16	38	54	77	77	77	....
35 New Liskeard .	68	68	68	68	68	8	19	4	68	68	68	....
36 Newmarket ...	76	54	76	76	76	13	25	37	76	76	76	....
37 North Bay....	1,031	1,031	1,031	1,031	1,031	153	329	329	1,031	1,031	1,031	....
38 Oakville .....	44	44	44	44	44	18	18	44	44	44	44	....
39 Orillia .....	180	180	180	180	180	34	68	68	180	180	180	....
40 Oshawa .....	195	195	195	195	195	48	70	99	195	195	195	....
41 Owen Sound ..	178	154	178	178	178	39	90	131	178	178	178	....
42 Paris .....	75	75	75	75	75	12	32	40	75	75	75	....
43 Parkhill .....	33	27	33	33	33	11	17	25	33	33	33	....
44 Pembroke .....	650	650	650	650	650	102	64	102	650	650	650	....
45 Perth .....	195	195	195	195	195	46	95	95	195	195	195	....
46 Picton .....	31	31	31	31	31	9	15	15	31	31	31	....
47 Prescott .....	135	135	135	135	135	31	61	61	135	135	135	....
48 Preston .....	246	185	246	246	246	53	117	152	246	246	246	....
49 Rainy River ..	44	44	44	44	44	6	6	6	44	44	44	....
50 Renfrew .....	491	491	491	491	491	91	160	136	491	491	491	....
51 Rockland .....	922	922	922	86	922	922	50	922	922	922	922	....
52 St. Mary's....	49	46	49	49	49	13	26	32	49	49	49	....
53 Sandwich .....	391	256	391	256	256	21	21	69	391	391	391	....



## SEPARATE SCHOOLS—Continued

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes and Prizes			
												Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
1												14	2		
2												14	1		
3	18	13	4	12	12	324	12	10	108			24	1	2	
4												20	2		
5												33	3		
6						213			28	28		16	2		
7						73						11	1	1	
8												21	3	1	
9						120						9	2		
10												10	1		
11	2	2			2	172	2	2		180		12	2	1	
12						348						27	5		
13												16	1	1	
14						210			50			14	2		
15									46	22	24	22	2	1	
16						393				364	40	50	4		
17												9	2		
18						612						12	2	1	
19						373			46			6	1	1	
20												5	1	1	
21												14	2	1	
22									48			6	1		
23						173				344		14	2		
24	15				15	1,096	15					50	7		
25									46			12	1	1	
26												8	1		
27						7						5	1	1	
28						190						15	1		
29												20	2		
30									43			8		1	34
31						70						6	1		
32	6	1	1			200	7					25	1		
33												11	1		
34												16	1		
35									25			5	1	1	
36												9	1		
37						310				337	79	24	2		
38									23			4	1	1	
39									68			19	2	1	
40												10	1		
41									90	139	107	15	2	1	
42									32			8	1		
43									17			9	2		
44						150						23	2	1	
45												8	1		
46												8	1		
47												15	1		
48										246		11	1	1	
49						28			2			2	1	1	
50												17	2	1	
51						920						32	9		
52												10	1		
53						277			80			15	1		

## ROMAN CATHOLIC

## II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns— Concluded	Teachers													
	No. of Schools	Number of Teachers	Male	Female	Av. salary, male	Av. salary, female	Number who have ever attended a Model School in Ontario	Number who have ever attended a Normal School in Ontario	Number who have ever attended the Normal Coll. or F. of E. in Ontario	Number of University Graduates	1st Class or Interim 1st Class	2nd Class or Interim 2nd Class	3rd Class	District
54 Seaforth...	1	2	....	2	\$ 600	.....		1	1	1	1	1	.....	....
55 Smith's Falls....	1	5	....	5	325	.....		4	.....	.....	.....	4	.....	....
56 Sturgeon Falls ....	1	11	....	11	398	.....	9	.....	.....	.....	.....	.....	7	2
57 Sudbury ..	3	20	....	20	700	.....	11	8	.....	.....	.....	8	5	3
58 Thorold ...	1	6	....	6	567	.....	3	2	1	.....	1	2	.....	....
59 Tilbury ....	1	5	....	5	360	.....	3	2	.....	.....	.....	2	1	....
60 Timmins ..	1	8	....	8	737	.....	6	2	.....	.....	.....	2	3	....
61 Trenton ...	1	4	....	4	437	.....		4	.....	.....	.....	4	.....	....
62 Vankleek Hill.....	1	5	....	5	300	.....	4	1	.....	.....	.....	1	.....	1
63 Walkerton .	1	4	....	4	325	.....	1	.....	.....	.....	.....	.....	1	....
64 Walkerville	1	3	....	3	250	.....	1	1	1	1	1	1	.....	....
65 Wallaceburg	1	6	....	6	292	.....	1	3	.....	.....	.....	3	.....	....
66 Waterloo ..	1	6	....	6	525	.....		1	.....	.....	.....	1	.....	....
67 Weston.....	1	1	....	1	750	.....		1	.....	.....	.....	1	.....	....
68 Whitby ....	1	1	....	1	700	.....		1	.....	.....	.....	1	.....	....
Totals.....	85	373	13	360	571 454		114	155	5	4	5	157	62	15
Totals														
1 Rur'l Schools	329	443	10	433	690 532		168	150	18	1	20	144	137	25
2 Cities .....	128	732	72	660	813 500		131	441	42	10	42	433	86	6
3 Towns .....	85	373	13	360	571 454		114	155	5	4	5	157	62	15
4 Villages ....	17	38	....	38	.... 431		9	19	2	....	2	18	4	....
5 Gd. Totals, 1919.....	559	1586	95	1491	767 497		422	765	67	15	69	752	289	46
6 Gd. Totals, 1918.....	559	1526	84	1442	687 464		382	721	70	14	70	713	264	52
7 Increases ...	...	60	11	49	80 33		40	44	.....	1	.....	39	25	....
8 Decreases ...	.....	.....	.....	.....	.....		.....	.....	3	.....	1	.....	.....	6
9 Percentages.	...	.....	5.98	94.01	.....		26.60	48.23	4.22	.94	4.35	47.41	18.22	2.90

## SEPARATE SCHOOLS—Continued

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Continued

Kindergarten— Primary	Permanent Un- graded	Temporary	Number of Pupils	Boys	Girls	Average daily attendance	Percentage of average to total attendance	Kindergarten-Primary	First Reader, Part I, or Primer	First Reader, Part II, or 1st Book	Second Book	Third Book	Fourth Book	Beyond 4th Book
54 ...	.....	.....	88	55	33	63	72	....	20	16	16	20	16	....
55 ...	1	.....	257	124	133	177	69	....	62	48	51	51	45	....
56 ...	.....	2	552	279	273	502	91	....	225	124	109	50	44	....
57 ...	2	2	1,006	476	530	792	79	....	272	212	229	209	84	....
58 ...	3	.....	329	164	165	230	70	....	70	97	57	47	58	....
59 ...	.....	2	256	119	137	183	71	....	87	29	48	44	48	....
60 ...	.....	3	507	242	265	222	44	....	212	110	84	62	39	....
61 ...	.....	.....	240	125	115	149	62	....	80	28	43	45	44	....
62 ...	3	.....	245	96	149	143	58	....	66	44	53	36	46	....
63 ...	3	.....	183	109	74	141	77	....	23	30	42	47	41	....
64 ...	.....	1	171	95	76	105	61	....	59	18	28	38	28	....
65 ...	1	2	337	158	179	238	71	....	119	58	57	58	45	....
66 ...	5	.....	300	136	164	225	75	....	58	53	58	71	60	....
67 ...	.....	.....	79	38	41	44	56	....	27	9	15	18	10	....
68 ...	.....	.....	45	21	24	41	91	....	10	8	6	10	11	....
1	59	74	18,975	9,255	9,720	12,807	67.49	113	6,184	3,351	3,669	3,255	2,326	77
1 ...	14	103	17,746	8,821	8,925	10,610	59.78	833	5,711	2,928	3,051	2,725	2,145	353
2 11	102	52	36,487	18,256	18,231	24,725	67.76	812	8,377	6,396	7,233	6,967	5,494	1208
3 1	59	74	18,975	9,255	9,720	12,807	67.49	113	6,184	3,351	3,669	3,255	2,326	77
4 ...	10	4	1,625	800	825	1,147	70.58	....	414	226	279	353	317	56
5 12	185	233	74,833	37,132	37,701	49,289	65.86	1758	20,686	12,901	14,232	13,300	10,282	1674
6 1	203	223	71,302	35,301	36,001	40,535	56.85	533	20,588	11,862	14,329	12,762	9,595	1633
7 11	.....	10	3,531	1,831	1,700	8,754	9.01	1225	98	1,039	.....	538	687	41
8 ...	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	97	.....	.....	.....
9 .75	11.66	14.69	.....	49.61	50.38	65.86	.....	2.35	27.64	17.24	19.02	17.77	13.74	2.23



## ROMAN CATHOLIC

II. TABLE G—TEACHERS, SALARIES, CERTIFICATES, ATTENDANCE,

Towns— Concluded	Art	Geography	Music	Literature	Composition	Grammar	English History	Canadian History	Physiology and Hygiene	Nature Study	Physical Culture
54 Seaforth.....	88	68	88	88	88	16	36	52	88	88	88
55 Smith's Falls.	257	257	257	257	257	45	96	147	257	257	257
56 Sturgeon Falls	552	327	552	94	552	44	44	253	252	252	252
57 Sudbury .....	1,006	1,006	1,006	1,006	1,006	84	293	522	1,006	1,006	1,006
58 Thorold .....	329	329	329	329	329	58	58	105	329	329	329
59 Tilbury.....	256	256	256	256	256	48	48	92	191	256	256
60 Timmins .....	507	507	507	507	507	39	101	172	507	507	507
61 Trenton .....	240	240	240	240	240	44	89	132	240	240	240
62 Vankleek Hill.	245	179	245	245	245	46	82	135	245	245	245
63 Walkerton ....	183	160	183	183	183	41	88	130	183	183	183
64 Walkerville...	171	171	171	171	171	68	30	49	171	171	171
65 Wallaceburg ..	337	337	337	337	337	45	160	160	337	337	337
66 Waterloo .....	300	242	300	300	300	60	131	189	300	300	300
67 Weston.....	79	79	79	79	79	10	41	41	79	79	79
68 Whitby .....	45	45	45	45	45	11	21	21	45	45	45
Totals.....	18,724	17,451	18,875	16,901	18,244	3,759	5,725	9,555	18,134	18,516	18,575
Totals											
1 Rural Schools..	14,968	12,989	13,741	12,123	14,508	3,162	4,680	9,033	13,692	12,586	15,073
2 Cities.....	36,402	35,173	36,467	35,712	35,712	17,264	12,830	21,959	36,109	35,334	36,487
3 Towns .....	18,724	17,451	18,875	16,901	18,244	3,759	5,725	9,555	18,134	18,516	18,575
4 Villages .....	1,583	1,562	1,583	1,590	1,625	398	600	914	1,615	1,573	1,625
5 Gd. Totals, 1919	71,677	67,175	70,666	66,326	70,089	24,583	23,835	41,461	69,550	68,009	71,760
6 Gd. Totals, 1918	69,447	61,971	66,127	64,638	67,056	16,268	23,843	35,462	64,876	65,815	67,161
7 Increases .....	2,230	5,204	4,539	1,688	3,033	8,315	.....	5,999	4,674	2,194	4,599
8 Decreases .....	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....
9 Percentages ...	95.78	89.76	94.43	88.63	93.66	32.85	31.85	55.40	92.94	90.88	95.89

## SEPARATE SCHOOLS—Concluded

## PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION, ETC.—Concluded

	Bookkeeping	Arithmetic and Mensuration	Algebra	Geometry	Latin	French (beyond 4th Book)	French (Primer to 4th Book, inclusive)	Elementary Science	Commercial Subjects	Agriculture	Manual Training	Household Science	Maps, Globes, Prizes			
													Number of Maps	Number of Globes	Number of Schools giving Prizes	Number of Trees planted on Arbor Day
54	...	...	...	...	...	...	...	...	...	...	...	...	11	1	...	...
55	...	...	...	...	...	...	...	...	...	...	42	54	10	2	...	...
56	...	...	...	...	...	...	484	...	...	...	...	...	9	2	...	7
57	...	...	...	...	...	...	695	...	...	...	...	...	40	3	1	10
58	...	...	...	...	...	...	...	...	...	58	...	...	8	1	1	...
59	...	...	...	...	...	...	240	...	...	92	...	...	3	3	...	...
60	...	...	...	...	...	...	422	...	...	101	507	...	18	2	...	...
61	...	...	...	...	...	...	...	...	...	...	...	...	17	1	...	...
62	...	...	...	...	...	...	241	...	5	...	163	...	16	1	1	...
63	...	...	...	...	...	...	...	...	...	...	...	...	15	3	1	...
64	...	...	...	...	...	...	...	...	...	...	...	...	11	2	...	...
65	...	...	...	...	...	...	...	...	...	58	...	...	10	2	1	...
66	...	...	...	...	...	...	...	...	...	131	13	18	14	2	1	...
67	...	...	...	...	...	...	...	...	...	41	...	...	8	1	1	...
68	...	...	...	...	...	...	...	...	...	21	...	...	10	1	1	...
	59	41	16	5	12	29	8,341	36	17	1,252	2,385	322	1,004	122	30	51
1	188	285	271	209	174	215	11,460	165	14	2,334	966	243	2,703	306	108	143
2	726	1,251	1,125	994	1,004	902	5,148	791	329	2,423	322	731	1,524	226	46	2
3	59	41	16	5	12	29	8,341	36	17	1,252	2,385	322	1,004	122	30	51
4	10	36	36	26	36	26	469	26	10	306	...	...	170	21	5	25
5	983	1,613	1,448	1,234	1,226	1,172	25,418	1,018	370	6,315	3,673	1,296	5,401	675	189	221
6	942	1,454	1,270	1,015	1,008	1,246	24,984	1,103	350	4,045	6,892	1,664	5,780	719	153	194
7	41	159	178	219	218	...	434	...	20	2,270	...	...	...	...	36	27
8	...	...	...	...	...	74	...	85	...	...	3,219	368	379	44	...	...
9	1.31	2.15	1.93	1.64	1.63	1.56	33.96	1.36	.49	8.43	4.90	1.73*	9.66	*1.20	33.63	....

\* To each School.

CONTINUATION  
I. TABLE H—FINAN-

Continuation Schools	Receipts						Ex-
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Acton .....	543 46	543 46	2,400 00	292 50	149 20	3,928 62	2,550 00
2 Agincourt .....	275 30	367 06	800 00	145 00	788 87	2,376 23	1,040 00
3 Alvinston .....	542 07	250 00	1,296 26	366 00	372 00	2,826 33	2,291 13
4 Arkona .....	81 25	231 25	154 00	72 00	13 07	551 57	434 12
5 Ayr .....	541 19	541 19	1,088 66	267 00	813 88	3,251 92	2,228 46
6 Bancroft .....	2,000 00	1,629 95	.....	.....	18 82	3,648 77	2,311 88
7 Bath .....	470 95	720 95	850 00	80 00	372 68	2,494 58	1,745 00
8 Beaverton .....	550 20	650 20	1,536 23	405 00	25 06	2,967 69	2,220 00
9 Beeton .....	493 37	1,148 74	1,500 00	322 00	195 33	3,659 44	2,055 50
10 Belmont .....	557 13	802 75	972 37	502 00	139 58	2,973 83	2,355 84
11 Blenheim .....	620 00	820 00	1,531 36	440 50	51 30	3,463 16	2,052 00
12 Blind River .....	937 20	.....	1,250 84	143 00	8 96	2,340 00	1,990 00
13 Blyth .....	372 05	744 10	600 00	266 25	127 80	2,110 20	1,577 50
14 Bothwell .....	492 38	742 38	1,225 00	195 00	19 00	2,673 76	1,980 00
15 Bowesville .....	235 50	235 32	700 00	35 30	216 90	1,423 02	870 00
16 Bridgeburg .....	581 84	681 84	4,110 44	657 00	27 00	6,058 12	3,040 00
17 Bruce Mines .....	1,064 60	.....	1,400 00	61 00	557 54	3,083 14	2,260 00
18 Brussels .....	547 03	1,094 06	1,300 00	622 00	1,079 57	4,642 66	2,454 00
19 Burk's Falls .....	1,120 60	.....	1,055 00	296 00	1,492 59	3,964 19	2,017 77
20 Cannington .....	549 15	649 15	1,890 79	636 75	.....	3,725 84	2,220 00
21 Cardinal .....	484 10	634 10	857 40	381 00	.....	2,356 60	1,800 00
22 Carp .....	507 00	507 00	1,200 00	495 00	495 80	3,204 80	2,085 00
23 Chapleau .....	1,041 64	.....	3,600 00	374 25	1,139 09	6,154 98	2,666 70
24 Claremont .....	474 15	574 15	729 37	476 78	14 75	2,269 20	1,875 00
25 Clifford .....	502 16	702 16	1,118 46	243 35	770 64	3,336 77	1,825 50
26 Cochrane .....	543 10	.....	392 57	.....	89 90	1,025 57	940 00
27 Coldwater .....	545 75	1,091 50	1,650 00	287 00	106 08	3,680 33	1,991 87
28 Comber .....	488 23	688 23	800 00	184 50	739 34	2,900 30	1,852 64
29 Cookstown .....	550 89	1,286 78	500 00	377 00	33 30	2,747 97	2,060 00
30 Creemore .....	518 23	1,205 46	731 57	314 00	28 00	2,797 26	2,010 00
31 Delaware .....	263 93	539 71	736 82	263 75	736 63	2,540 84	1,400 00
32 Delhi .....	274 84	424 84	554 66	99 00	4 07	1,357 41	1,040 00
33 Drayton .....	1,732 64	762 76	1,508 17	935 45	.....	4,939 02	3,198 00
34 Dresden .....	493 25	743 25	1,080 00	200 00	13 81	2,530 31	1,680 00
35 Drumbo .....	361 68	511 68	1,378 25	73 00	314 67	2,639 28	1,471 11
36 Dryden .....	527 22	.....	1,916 08	.....	.....	2,443 30	1,786 50
37 Eganville .....	522 90	522 90	1,165 51	108 18	41 56	2,361 05	1,927 25
38 Eganville(R.C.S.S)	458 65	458 65	635 30	92 00	817 09	2,461 69	1,500 00
39 Elmira .....	563 18	563 18	1,500 00	434 00	212 00	3,272 36	2,458 28
40 Elmvale .....	549 29	1,290 58	1,666 67	210 75	437 31	4,154 60	2,120 00
41 Ennismore .....	501 45	501 45	500 00	470 00	214 84	2,187 74	1,890 00
42 Erin .....	377 00	577 00	1,000 00	332 00	.....	2,286 00	1,550 00
43 Espanola .....	.....	.....	.....	.....	18044 96	18,044 96	450 00
44 Fenelon Falls .....	531 15	531 15	1,307 00	130 00	32 35	2,531 65	2,030 07
45 Finch .....	575 05	862 57	870 00	345 35	932 79	3,585 76	2,108 46
46 Fingal .....	515 98	1,289 95	500 00	54 00	739 53	3,099 46	2,020 00
47 Frankford .....	510 35	954 62	4,160 58	20 00	4,206 55	9,852 10	3,915 00
48 Gore Bay .....	1,049 80	.....	1,304 16	306 25	5 85	2,666 06	2,085 00
49 Grand Valley .....	513 88	908 88	576 29	363 83	15 00	2,377 88	1,589 63
50 Hanover .....	571 48	857 22	1,363 94	485 50	91 00	3,369 14	2,504 42



## SCHOOLS

## FISCAL STATEMENT

Expenditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1	806 76	35 00	112 65	413 50	3,917 91	Res. \$5; non-res. \$7.
2	.....	78 59	74 13	493 04	1,685 76	\$10.
3	112 45	.....	.....	422 75	2,826 33	\$10.
4	.....	.....	21 49	75 10	550 71	\$10.
5	.....	.....	78 24	319 77	2,626 47	\$10.
6	680 00	.....	25 50	574 99	3,592 37	Free.
7	.....	25 00	50 00	257 50	2,077 50	Res. free; non-res. \$10.
8	25 24	27 59	70 42	624 44	2,967 69	\$10.
9	270 65	.....	.....	411 14	2,737 29	Res. 1st year free; others \$10.
10	138 00	.....	249 00	213 11	2,955 95	\$10.
11	903 66	35 00	17 86	454 64	3,463 16	Res. free; non-res. \$25.
12	.....	20 00	100 00	230 00	2,340 00	\$10.
13	.....	43 13	81 68	280 24	1,982 55	\$10.
14	.....	38 47	66 56	390 59	2,475 62	Res. free; non-res. \$15.
15	135 32	.....	62 68	250 25	1,318 25	\$5.
16	1,418 34	94 87	550 95	953 96	6,058 12	Res. free; non-res. I \$30, II \$20.
17	11 20	.....	106 83	338 13	2,716 16	Res. free; non-res. \$10.
18	.....	10 25	100 65	631 09	3,195 99	Res. I \$5, II \$7.50, III \$10; non-res. \$10.
19	1,216 08	.....	56 22	630 90	3,920 97	\$10.
20	100 00	375 00	157 86	872 98	3,725 84	\$15.
21	175 00	.....	.....	349 19	2,324 19	\$10.
22	.....	.....	141 95	353 30	2,580 25	Res. \$5; Tp. outside sec. \$15; others \$20.
23	122 56	.....	.....	2,994 36	5,783 62	F. I \$10, II \$15, III \$20.
24	15 50	.....	36 59	342 11	2,269 20	Res. F. I free; others \$20.
25	.....	49 75	101 62	1,359 90	3,336 77	\$10.
26	.....	.....	50 44	.....	990 44	Free.
27	447 80	63 70	69 69	1,024 08	3,597 14	\$10.
28	.....	4 40	.....	31 23	1,888 27	\$10.
29	63 62	.....	63 40	466 79	2,653 81	\$7.50.
30	314 11	.....	72 18	400 97	2,797 26	\$10.
31	237 48	45 50	.....	520 15	2,203 13	\$10.
32	.....	98 46	77 26	141 69	1,357 41	Res. free; non-res. \$10.
33	218 50	175 00	337 65	1,009 87	4,939 02	Res. F. I fr., II \$9, III \$11.25; non-res. \$13.50
34	.....	28 45	117 90	695 75	2,522 10	Res. lower school free, middle \$2.50;
35	420 46	.....	.....	517 17	2,408 74	\$5. [non-res. \$10.
36	.....	168 95	27 30	460 55	2,443 30	Free.
37	.....	46 40	25 98	361 42	2,361 05	Res. free; non-res. \$10.
38	266 37	.....	121 57	278 38	2,166 32	Res. free; non-res. \$10.
39	121 32	.....	237 06	380 20	3,196 86	Res. F. I free; others \$10.
40	393 50	.....	152 18	1,170 36	3,836 04	Res. \$5; non-res. \$10.
41	.....	.....	67 55	210 50	2,168 05	\$20.
42	.....	.....	79 00	583 00	2,212 00	Res. F. I free; non-res. \$5; all others \$9.
43	16834 96	.....	350 78	.....	17,635 74	Free.
44	49 03	.....	57 60	394 95	2,531 65	Res. free; non-res. \$10.
45	162 83	.....	65 56	1,242 15	3,579 00	\$10.
46	421 66	59 80	60 00	538 00	3,099 46	Res. free; non-res. \$10.
47	.....	.....	165 85	2,271 99	6,352 84	Res. and Hastings Co. free; others \$20.
48	.....	65 82	172 41	342 83	2,666 06	\$10.
49	.....	.....	50 32	737 93	2,377 88	Res. F. I free; all others \$8.
50	155 18	29 90	100 18	479 70	3,269 38	Res. F. I free; all others \$10.

## CONTINUATION

## I. TABLE H—FINAN-

Continuation Schools.—Con.	Receipts						Ex-
	Legislative Grants.	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
51 Harrow .....	501 37	701 37	1,287 62	115 00	.....	2,605 36	1,965 00
52 Havelock .....	534 30	534 30	1,708 47	65 00	.....	2,842 07	2,359 62
53 Hepworth .....	.....	.....	115 70	52 00	500 00	667 70	301 60
54 Highgate .....	532 20	782 91	1,462 00	263 50	745 61	3,786 22	2,310 00
55 Huntsville .....	1,169 20	.....	2,936 72	175 00	141 59	4,422 51	3,527 00
56 Jarvis .....	278 38	478 38	486 82	105 50	5 92	1,355 00	1,120 00
57 Jockvale .....	232 55	232 55	300 00	9 50	231 53	1,006 13	510 00
58 Kars .....	278 60	278 60	1,085 10	27 00	200 00	1,869 30	1,298 83
59 Keewatin .....	1,095 74	.....	2,404 21	.....	31 50	3,531 45	2,680 00
60 Kenmore .....	482 90	482 60	1,102 15	501 00	25	2,568 90	1,950 00
61 Kinburn .....	377 05	377 05	1,000 00	243 00	667 67	2,664 77	1,430 00
62 Lakefield .....	552 35	552 35	2,050 00	.....	144 62	3,299 32	2,260 00
63 Lanark .....	475 40	752 42	1,000 00	194 00	1,200 19	3,622 01	1,845 00
64 Lansdowne .....	246 50	396 50	695 57	47 75	781 22	2,167 54	975 03
65 Lion's Head .....	.....	.....	541 48	.....	.....	541 48	355 00
66 Little Current .....	534 00	.....	971 62	72 00	3 92	1,581 54	1,140 00
67 Lucknow .....	544 55	1,289 00	1,250 00	550 00	236 71	3,870 26	2,290 00
68 Malakoff .....	207 25	.....	1,400 00	26 00	1,113 80	2,747 05	1,381 65
69 Manitowaning .....	508 00	.....	550 00	153 00	143 33	1,354 33	1,020 00
70 Manotick .....	227 75	227 75	505 74	119 50	5 28	1,086 02	865 50
71 Massey .....	542 90	.....	744 12	89 00	62 31	1,438 33	1,205 00
72 Maxville .....	522 55	783 82	800 00	478 00	94 51	2,678 88	1,940 00
73 Melbourne .....	515 11	954 27	660 00	259 00	165 85	2,554 23	1,928 93
74 Merlin .....	493 65	943 65	1,000 00	336 50	21 00	2,794 80	1,940 00
75 Merrickville .....	471 95	621 95	1,007 40	68 50	206 95	2,376 75	1,780 00
76 Metcalfe .....	479 20	479 20	850 00	189 00	124 54	2,121 94	1,833 72
77 Millbrook .....	475 35	825 35	1,200 00	.....	168 95	2,669 65	1,712 50
78 Milverton .....	.....	.....	800 00	140 00	.....	940 00	940 00
79 Mount Albert .....	534 95	913 26	682 03	264 00	41 00	2,435 24	2,010 00
80 Mount Brydges .....	255 30	255 30	5,898 93	121 50	104 81	6,635 84	820 00
81 Navan .....	359 70	659 70	948 00	92 00	1,938 39	3,997 79	1,455 00
82 New Hamburg .....	547 50	542 50	1,645 00	171 00	.....	2,906 00	2,395 00
83 New Liskeard .....	1,270 30	.....	2,700 00	115 00	459 94	4,545 24	2,500 00
84 New Toronto .....	362 61	483 48	1,621 95	92 00	24 36	2,584 40	2,330 00
85 North Augusta .....	476 30	626 30	800 00	134 00	64 56	2,101 16	1,920 00
86 North Gower .....	523 05	523 05	2,016 71	148 00	397 69	3,608 50	1,900 00
87 Norwich .....	544 90	694 90	2,009 09	354 55	1 82	3,605 26	2,110 00
88 Odessa .....	491 75	1,425 40	2,050 00	281 50	695 16	4,943 81	1,840 00
89 Oil Springs .....	478 78	250 00	1,434 00	207 30	.....	2,370 08	1,931 94
90 Orono .....	492 10	792 10	998 31	.....	1,083 34	3,365 85	1,864 12
91 Paisley .....	568 67	1,337 34	505 06	462 75	3 00	2,876 82	2,180 00
92 Pakenham .....	523 15	523 15	1,610 48	315 00	1,958 44	4,930 22	2,111 02
93 Palmerston .....	541 48	741 48	1,454 96	92 00	.....	2,829 92	2,280 00
94 Plattsville .....	522 10	522 10	1,239 00	219 00	11 93	2,514 13	1,950 00
95 Port Burwell .....	522 74	1,306 85	500 00	12 00	1,113 14	3,454 73	2,140 00
96 Port Colborne .....	568 45	668 45	2,000 00	.....	219 22	3,456 12	2,440 00
97 Port Credit .....	.....	.....	3,425 00	.....	800 00	4,225 00	1,465 00
98 Powassan .....	540 00	.....	500 00	199 50	385 14	1,624 64	1,000 00
99 Princeton .....	368 54	518 54	1,680 42	13 50	1,179 78	3,760 78	1,835 50

## SCHOOLS—Continued

## FISCAL STATEMENT—Continued

Expenditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
51	65 30		88 66	486 40	2,605 36	Res. free; non-res. \$10.
52			148 18	334 27	2,842 07	Res. F. I free, II & III \$3; non-r. I \$3, II & III \$6.
53	30 00		322 90	13 20	667 70	\$10.
54	284 00	13 00	97 27	333 60	3,037 87	Res. F. I free, II & III \$7.50; non-r. I \$5, II & III \$10.
55	188 31		75 00	511 71	4,302 02	Res. F. I free, II \$5; all others \$10.
56		25 00	60 00	150 00	1,355 00	Res. free; non-res. \$7.50.
57	22 50		14 58	321 24	868 32	Res. free; non-res. \$5.
58			113 83	456 64	1,869 30	Res. free; non-res. \$7.50.
59	7 30	150 31	65 34	628 50	3,531 45	Free.
60		148 53	85 64	384 73	2,568 90	\$12.50
61	25 00			819 78	2,274 78	Res. free; non-res. \$20.
62		20 00	200 00	796 75	3,276 75	Free.
63		50 45		347 33	2,242 78	Res. free; non-res. \$10.
64	73 77		93 10	230 00	1,371 90	Res. free; non-res. \$5.
65				186 48	541 48	Free.
66	120 15	27 35	74 45	219 59	1,581 54	Res. free; non-res. \$15.
67		65 00	110 00	710 00	3,175 00	Res. F. I \$5, II \$7.50, III \$10; non-r. \$12.50
68	43 52		33 55	1,162 38	2,621 10	Res. free; non-res. \$10.
69		29 13	19 38	198 78	1,267 29	\$10.
70				220 52	1,086 02	Res. free; non-res. \$10.
71				233 33	1,438 33	Res. \$5; non-res. \$10.
72			147 85	540 20	2,628 05	Res. \$5; non-res. \$10.
73	89 42	86 34	37 55	410 01	2,552 25	Res. free; non-res. \$10.
74	174 44	22 50	52 31	584 16	2,773 41	\$10.
75			201 84	194 91	2,176 75	Res. free; non-res. \$7.50.
76			36 67	224 01	2,094 40	\$10.
77		19 00	328 88	458 70	2,519 08	Free.
78					940 00	Res. F. I \$5; all others \$10
79			82 45	313 88	2,403 33	\$10.
80	5,411 20		55 43	349 21	6,635 84	\$7.
81	151 10		51 07	403 13	2,060 30	Res. free; non-res. \$10.
82			150 00	356 00	2,901 00	Res. free; non-res. \$15.
83	18 48	22 86	123 87	1,771 46	4,436 67	Res. free; non-res. \$15.
84			233 40	21 00	2,584 40	Res. \$3; non-res. \$10.
85				152 96	2,072 96	Res. F. I free; all others \$10.
86	41 00	340 00	163 00	617 34	3,066 34	Res. free; non-res. \$10
87		200 00	250 00	994 92	3,554 92	Res. \$3; non-res. \$6.
88		18 03	50 99	241 55	2,150 57	Res. free; non-res. \$10.
89		27 45	80 44	330 25	2,370 08	Res. \$5; non-res. \$10.
90		30 30	91 14	506 20	2,491 76	Free.
91	5 40	44 60	152 91	493 91	2,876 82	F. I & II \$7.50, III \$12.50.
92		40 05	59 03	435 45	2,645 55	\$10.
93	163 50	24 00	80 42	240 00	2,787 92	Res. free; non-res. \$5.
94	65 50	84 30	123 01	285 36	2,508 17	Res. \$6; non-res. \$12.
95	18 00	23 75	82 10	243 17	2,507 02	Res. free; non-res. \$5.
96				585 13	3,225 13	Free.
97	263 00		615 41	330 00	2,673 41	Res. I free, II \$9, III & IV \$15; non-res, F. I \$15, II \$21, III \$24, IV \$30.
98		15 00	76 39	180 00	1,271 39	Res. \$10; non-res. \$15.
99	135 00	60 60	147 50	387 21	2,565 81	Res. free; non-res. \$4.50.



CONTINUATION  
I. TABLE H—FINAN-

Continuation Schools —concluded	Receipts						Ex-	
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees	Balances and other sources	Total Receipts	Teachers' Salaries	
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
100 Richard's Land'g	254 65	.....	1,350 00	63 50	663 58	2,331 73	950 00	
101 Richmond.....	244 35	244 47	109 80	101 00	.....	699 62	539 90	
102 Ridgeway .....	524 67	693 67	1,603 10	.....	34 00	2,855 44	2,680 00	
103 Ripley .....	553 68	2,392 38	500 00	554 50	954 63	4,955 19	1,903 07	
104 Rodney.....	547 76	1,369 40	570 46	31 00	488 39	3,007 01	2,187 30	
105 Russell.....	513 15	813 15	500 00	.....	2,607 64	4,433 94	2,020 00	
106 St. George .....	540 55	1,040 55	1,299 99	194 00	225 27	3,300 36	2,500 00	
107 Schomberg.....	.....	356 27	502 51	69 75	267 20	1,195 73	1,000 00	
108 Scotland .....	426 63	926 63	2,269 56	224 80	752 30	4,599 92	1,758 46	
109 Southampton....	557 42	1,314 84	1,379 56	312 70	247 40	3,811 92	2,180 00	
110 South Mountain.	460 55	690 82	7,500 00	92 00	8,019 27	16,762 64	1,685 25	
111 South Porcupine.	545 10	.....	1,070 00	.....	628 26	2,243 36	1,040 00	
112 Spencerville ....	476 95	626 95	800 00	236 00	465 65	2,605 55	1,790 00	
113 Springfield .....	554 48	1,386 20	676 31	66 00	690 82	3,373 81	2,261 22	
114 Stayner .....	526 28	1,245 06	.....	212 25	2,020 67	4,004 26	2,247 10	
115 Stella .....	391 30	665 30	400 00	702 00	626 52	2,785 12	1,590 00	
116 Stouffville .....	496 20	861 60	416 95	568 00	1 46	2,344 21	2,028 75	
117 Sturgeon Falls .	577 20	.....	2,360 33	172 00	172 42	3,281 95	1,280 00	
118 Sutton .....	510 90	881 20	1,008 00	370 30	294 60	3,065 00	1,865 00	
119 Tamworth.....	512 10	762 10	793 60	330 00	510 44	2,908 24	1,950 00	
120 Tara .....	555 25	1,310 50	747 80	346 00	5 38	2,964 93	2,220 00	
121 Tavistock .....	549 63	699 63	2,131 95	202 50	1,683 67	5,267 38	2,255 00	
122 Teeswater .....	508 15	1,216 30	1,000 00	417 00	1,245 84	4,387 29	2,089 78	
123 Thamesville ....	533 91	783 91	1,600 00	208 00	164 42	3,290 24	1,787 00	
124 Thessalon .....	1,086 10	.....	1,529 32	128 00	277 32	3,020 74	2,277 50	
125 Thornbury .....	559 69	839 53	1,216 77	444 00	11 11	3,071 10	2,083 38	
126 Thorndale .....	522 65	622 65	2,000 00	420 00	63 21	3,628 51	2,120 00	
127 Tilbury .....	472 82	722 82	887 33	290 00	1,311 77	3,684 74	1,830 00	
128 Timmins .....	.....	.....	1,800 00	.....	.....	1,800 00	1,800 00	
129 Tottenham.....	517 36	1,227 72	462 35	284 50	105 04	2,596 97	2,045 00	
130 Warkworth .....	547 15	947 15	1,311 52	513 00	279 45	3,598 27	2,102 05	
131 Webbwood .....	540 10	.....	842 57	.....	6 11	1,388 78	995 00	
132 Westboro' .....	549 65	549 65	2,304 39	59 00	.....	3,462 69	2,512 13	
133 West Lorne .....	544 61	1,361 53	1,098 39	.....	.....	3,004 53	1,898 25	
134 Westmeath .....	272 50	272 50	641 73	148 00	.....	1,334 73	1,128 00	
135 Westport .....	389 25	530 00	924 72	44 50	14 00	1,902 47	1,632 75	
136 Westport(R.C.S.S)	339 10	339 10	800 00	23 00	552 36	2,053 56	1,165 00	
137 Winona.....	272 88	741 13	1,120 34	.....	307 12	2,441 47	1,280 00	
138 Wroxeter .....	485 62	971 24	454 70	206 25	37 77	2,155 58	1,911 04	
1 Totals, 1919.....	70,355 75	84,726 04	174,381 46	29,468 14	79,960 12	438,891 51	253,653 52	
2 Totals, 1918.....	71,879 03	76,215 55	152,831 74	26,953 72	58,064 60	385,944 64	234,975 68	
3 Increases .....	.....	8,510 49	21,549 72	2,514 42	21,895 52	52,946 87	18,677 84	
4 Decreases .....	1,523 28	.....	.....	.....	.....	.....	.....	
5 Percentages.....	16.03	19.30	39.73	6.71	18.22	.....	65.26	

## SCHOOLS—Continued

## FISCAL STATEMENT—Concluded

Expenditure

	Buildings, Sites and all permanent improvements	Repairs to school accommodations	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	School books, stationery, fuel, examinations and other expenses	Total Expenditure	Charges per year for Tuition
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
100	.....	2 10	13 23	170 44	1,135 77	Res. \$7.50; non-res. \$15.
101	.....	13 31	40 13	99 80	693 14	Res. \$5; non-res. \$10.
102	.....	.....	39 49	135 95	2,855 44	Free.
103	52 07	22 56	159 95	2,124 53	4,262 18	Res. \$8; non-res. \$10.
104	.....	166 00	56 19	131 13	2,540 62	Res. free; non-res. \$10.
105	.....	.....	92 50	234 16	2,346 66	Free.
106	145 00	59 28	204 52	116 84	3,025 64	Res. free; non-res. \$25.
107	.....	.....	19 73	176 00	1,195 73	F. I r. free, non-r. \$5; others \$10.
108	320 00	.....	68 88	712 68	2,860 02	\$10.
109	.....	.....	.....	1,313 54	3,493 54	\$8.
110	12,630 00	.....	200 00	653 00	15,168 25	Res. free; non-res. \$5.
111	28 20	.....	47 18	324 91	1,440 29	Free.
112	.....	.....	47 17	266 52	2,103 69	\$10.
113	56 79	.....	.....	514 95	2,832 96	Lower school free; M.S. \$10.
114	.....	57 79	3 50	512 88	2,821 27	Res. \$5; non-res. \$10.
115	82 40	.....	24 23	254 51	1,951 14	\$32.
116	.....	.....	35 49	279 97	2,344 21	\$15.
117	139 86	318 31	.....	750 50	2,488 67	\$10.
118	202 43	32 30	83 13	239 37	2,422 23	\$10.
119	600 00	.....	.....	353 70	2,903 70	Res. free; non-res. \$13.
120	99 81	.....	154 52	490 60	2,964 93	\$10.
121	180 00	.....	.....	796 94	3,231 94	Res. \$5; non-res. \$10.
122	57 41	.....	112 00	402 46	2,661 65	\$10.
123	.....	5 70	103 87	916 95	2,813 52	Res. free; non-res. \$10.
124	144 57	.....	81 40	517 27	3,020 74	Res. free; non-res. \$10.
125	56 92	90 68	121 30	718 82	3,071 10	Res. \$5; non-res. \$10.
126	350 90	29 75	37 82	563 44	3,101 91	\$10.
127	1,319 72	.....	191 02	313 84	3,654 58	\$10.
128	.....	.....	.....	.....	1,800 00	Free.
129	92 10	30 00	.....	375 24	2,542 34	Res. F. I free; all others \$10.
130	.....	46 18	111 38	1,338 66	3,598 27	F's I & II \$12; III \$15.
131	53 31	.....	6 80	333 67	1,388 78	Free.
132	.....	29 45	.....	921 11	3,462 69	Res. free; non-res. \$10.
133	.....	.....	201 61	861 49	2,961 35	Free.
134	.....	15 02	.....	191 71	1,334 73	Res. F. I free; all others \$10.
135	.....	.....	210 12	59 60	1,902 47	Res. free; non-res. \$5.
136	.....	20 00	43 94	320 88	1,549 82	Res. free; non-res. \$10.
137	300 00	.....	.....	356 15	1,936 15	Free.
138	.....	.....	169 54	75 00	2,155 58	F. I \$5, II \$7.50, III \$10.
1	50,544 96	4,145 01	12,545 92	67,811 20	388,700 61	58 free; 80 not free.
2	23,150 06	8,847 73	11,643 18	54,236 13	332,852 78	52 free; 84 not free.
3	27,394 90	.....	902 74	13,575 07	55,847 83	6 free.
4	.....	4,702 72	.....	.....	.....	4 not free.
5	13.00	1.06	3.23	17.44	.....	42.02 free; 57.97 not free.

Cost per pupil, enrolled attendance, \$75.82; average attendance, \$98.28

## CONTINUATION

## II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools	Schools under Public or Separate School Board	Value of General									
		Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including equipment	Museum	Aquarium or Herbarium
		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
#1 Acton .....	1	317	392	36	35	...	38	12	...	...	...
2 Agincourt .....	1	189	227	39	31	...	69	...	...	...	...
3 Alvinston .....	1	277	369	91	34	...	42	...	...	...	...
4 Arkona .....	1	161	169	25	25	...	11	9	...	...	...
5 Ayr .....	1	270	405	58	49	...	32	...	...	...	...
6 Bancroft .....	1	217	262	56	28	...	36	...	...	...	...
7 Bath .....	1	211	269	61	39	...	21	...	...	...	...
8 Beaverton .....	1	220	372	73	48	...	124	50	...	...	...
9 Beeton .....	1	253	412	52	34	...	40	...	...	...	...
10 Belmont .....	1	313	573	38	29	...	34	...	...	...	...
11 Blenheim .....	1	445	528	71	52	...	32	16	...	...	...
12 Blind River .....	1	176	222	30	39	...	21	...	...	...	6
13 Blyth .....	1	188	323	81	38	...	27	...	...	...	...
14 Bothwell .....	1	239	402	28	25	...	30	...	...	...	...
15 Bowesville .....	1	184	132	40	37	...	4	...	...	...	...
16 Bridgeburg .....	1	441	975	84	69	...	138	20	...	...	...
17 Bruce Mines .....	1	109	429	55	42	...	21	...	...	...	...
18 Brussels .....	1	361	326	87	46	...	44	10	...	...	...
19 Burk's Falls .....	1	272	354	101	54	...	37	46	...	...	...
20 Cannington .....	1	246	495	28	54	...	12	66	...	...	7
21 Cardinal .....	1	294	313	69	70	...	71	30	...	...	...
22 Carp .....	1	204	318	37	24	...	30	...	...	...	...
23 Chapleau .....	1	181	322	29	49	...	40	8	...	...	...
24 Claremont .....	1	303	350	61	34	...	39	20	...	...	...
25 Clifford .....	1	353	297	...	46	100	43	7	...	...	...
26 Cochrane .....	1	180	160	6	49	...	62	...	...	...	...
27 Coldwater .....	1	329	366	32	34	50	35	...	...	...	...
28 Comber .....	1	206	265	63	44	...	20	10	...	...	...
29 Cookstown .....	1	304	451	31	56	...	30	...	...	...	...
30 Creemore .....	1	119	322	20	44	...	49	...	...	...	...
31 Delaware .....	1	164	196	45	40	...	39	11	...	...	...
32 Delhi .....	1	189	239	67	49	...	43	...	...	...	...
33 Drayton .....	1	394	449	88	56	...	56	5	...	...	...
34 Dresden .....	1	320	420	75	46	...	34	17	...	...	...
35 Drumbo .....	1	210	244	54	57	...	13	...	...	...	...
36 Dryden .....	1	139	204	...	43	...	33	9	...	...	...
37 Eganville .....	1	235	349	20	23	...	32	15	...	...	...
38 Eganville (R.C.S.S.)	1	419	350	65	58	...	58	5	3,000	18	3
39 Elmira .....	1	301	392	54	45	...	42	34	...	...	...
40 Elmvale .....	1	126	439	66	68	...	19	14	...	...	...
41 Ennismore .....	1	270	321	30	52	...	28	...	...	...	...
42 Erin .....	1	254	319	40	55	...	12	...	...	...	...
43 Espanola .....	1	80	278	42	30	...	34	...	...	...	...
44 Fenelon Falls .....	1	272	351	50	48	...	42	...	...	...	...
45 Finch .....	1	386	572	31	61	...	54	10	...	...	...
46 Fingal .....	1	138	334	53	41	...	33	22	...	...	...
47 Frankford .....	1	257	391	53	49	...	50	14	...	...	...
48 Gore Bay .....	1	251	362	70	65	...	18	...	...	...	...
49 Grand Valley .....	1	287	529	64	25	...	30	73	...	...	...
50 Hanover .....	1	396	491	48	51	...	44	22	...	...	...



## SCHOOLS—Continued

## BOARD, VALUE OF EQUIPMENT, ETC.

Equipment		Religious and other Exercises						Destination of Pupils							
Pictures	Total value of General Equipment	Schools using authorized Scripture Readings	Schools using the Bible	Schools in which Passages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
1	9	839		1				3	3			4	5		
2	13	568	1	1	1				3				1	5	
3		813		1	1				2		3		2	1	2
4		400	1		1									2	1
5		814			1	1			1		2	1			
6		599	1		1				1		4		5	1	2
7		601	1	1	1			3	2	1	1		5	2	3
8	3	890			1			1	4		5		4	3	
9		791		1	1						2				2
10	50	1,037	1	1	1	1	1	1	4		10		1	1	
11	50	1,194	1	1	1		1	1	3	2	2			8	
12	13	501	1	1	1									3	2
13		663	1	1	1			1	3			2	1	2	1
14		724		1	1			1	4		2	1	1		6
15		397			1				1						3
16		1,727			1		1	1	1		1	5	3	3	5
17		656		1	1			1	2	1			1		1
18	50	924	1		1		1	3	3	2	8	2	1	4	
19	34	898			1						4		1	2	6
20	13	921			1	1	1	2	2		4		2	3	
21	10	857	1		1			3		1	2		2	1	7
22		613			1	1		3	7	2			3	3	
23	6	635		1	1			1			1		2	1	
24	18	825	1		1		1		3		2	1		1	
25		846	1		1			2	2	1		2	5		
26	6	463		1	1									2	
27	25	871	1	1	1			2					1	3	2
28	25	633			1				2		2		2	2	4
29		872			1		1	1	2		3		2		2
30		554		1	1			1		1	2	3	1	2	4
31	3	498			1	1			2				1		
32		587	1	1	1			1	2			1	1	8	
33		1,048		1	1			2	5	1	2		2	2	
34		912	1	1	1	1	1	5	3	2	2	2	5		5
35		578		1	1			2	1		1		2	2	
36		428			1				1				5		4
37		674		1	1				2		1	3	1	1	1
38	29	4,005		1	1	1	1	2	5	2	10		2	4	
39		868			1			4	3	1	1	3	2	4	
40		732			1		1	1	2		3		2		4
41	10	711	1	1	1	1		1	1	1	4			4	
42		680	1	1	1			3	1			1	6		
43		464			1	1								1	
44	38	801	1		1			3	4		4	1		1	
45	25	1,139	1		1	1		1	8	2	2	3	1		2
46		621			1			1	2				2	3	
47		814			1				5		3		3	4	1
48		766			1				1					1	
49	39	1,047	1	1	1	1		4	3	3	4	1	2		1
50	67	1,119		1	1	1	1	1	2		3	1	8		

## CONTINUATION

## II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools —Continued	Schools under Public or Separate School Board	Value of General									
		Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including Equip- ment	Museum	Aquarium or Herbarium
51 Harrow.....	1	\$ 192	\$ 266	\$ 43	\$ 35	\$	\$ 34	\$	\$	\$	
52 Havelock.....	1	391	308	30	46		47	10			
53 Hepworth.....	1	150	189	50	50		49				
54 Highgate.....	1	306	303	45	32		15	17			
55 Huntsville.....	1	384	582	90	58		67	73	50		
56 Jarvis.....	1	298	185	38	52		23				
57 Jockvale.....	1	140	196	57	22		34	10			
58 Kars.....	1	188	231	68	41		28				
59 Keewatin.....	1	303	364	76	42		26				
60 Kenmore.....	1	204	416	34	29		79	10			
61 Kinburn.....	1	207	314	67	21		39	20			
62 Lakefield.....	1	218	522	45	42		28				
63 Lanark.....	1	284	361	97	49		40	27			
64 Lansdowne.....	1	152	187	25	35		46				
65 Lion's Head.....	1	70	95	7							
66 Little Current.....	1	163	167	53	23		23	167			
67 Lucknow.....	1	359	439	44	35		55				
68 Malakoff.....	1	119	259	14	18		23				
69 Manitowaning.....	1	115	169	33	29		9				
70 Manotick.....	1	122	150	38	45		13				
71 Massey.....	1	237	169	35	17		53				
72 Maxville.....	1	190	203	38	40		26				
73 Melbourne.....	1	296	336	55	46		39	13			
74 Merlin.....	1	253	161	34	48		17	27			
75 Merrickville.....	1	227	349	59	34		62	18			
76 Metcalfe.....	1	244	281	53	23		33				
77 Millbrook.....	1	406	422	71	57		62				
78 Milverton.....	1	47	184	64	10						
79 Mount Albert.....	1	360	464	69	44		30				
80 Mount Brydges.....	....	215	23	23	33		35	16			
81 Navan.....	1	172	244	17	38		52				
82 New Hamburg.....	1	320	393	48	51		82	10			
83 New Liskeard.....	1	358	467	104	74		107				
84 New Toronto.....	1	311	405	49	29		57				
85 North Augusta.....	1	237	217	51	23		8	9			
86 North Gower.....	1	288	300	36	56		51	11			
87 Norwich.....	1	330	386	68	33		42	5			
88 Odessa.....	....	233	411	69	46		25	18			
89 Oil Springs.....	1	251	330	23	196		17	16			
90 Orono.....	1	146	236	27	24		25				
91 Paisley.....	1	250	525	61	51		83	31			
92 Pakenham.....	1	218	370	33	63		18				
93 Palmerston.....	1	334	265	68	60		12			3	
94 Plattsville.....	1	281	394	33	55		32	10			
95 Port Burwell.....	1	273	378	47	36		37	3			
96 Port Colborne.....	1	368	443	72	32		38	40			
97 Port Credit.....	1	177	345	83	35		63				
98 Powassan.....	1	136	220	24	22		25				
99 Princeton.....	1	294	258	23	35		23	20			

## SCHOOLS—Continued

## BOARD, VALUE OF EQUIPMENT, ETC.—Continued

Equipment		Religious and other Exercises						Destination of Pupils							
Pictures	Total value of General Equip- ment	Schools using authorized Scrip- ture Readings	Schools using the Bible	Schools in which Passages are memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine, Den- tistry or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation
51	23	593	1	1		1		2	2				1	3	5
52	10	842		1		1		3		1	3	1	1		1
53	52	540			1	1									
54		718				1		3	3		1				
55	20	1,324		1		1		4	2		2		2	3	2
56		596	1	1		1	1		5		2			3	3
57		459				1	1	1	3					6	
58		556	1	1		1							3	1	
59		811	1			1		2			1		1	2	
60		772				1			2				4		
61	15	683				1					2		4	5	
62		855		1		1	1	2	1		6	2	5	3	1
63		858	1	1		1		3	1		3	2	1	3	
64		445	1	1		1			2					4	2
65		172		1		1	1								
66		596	1	1		1		1			2			6	1
67		932		1		1		2	2		4		1		4
68	10	443	1	1		1					1				
69		355	1	1		1					5			1	
70	15	383	1	1		1							1	2	2
71		511		1		1	1	1			1			2	4
72		497				1	1	2	15		1				2
73	10	795		1		1		1	4		4		1		
74		540				1		1		1	1			1	3
75	5	754	1	1		1		2			3				3
76	16	650	1	1		1		2	7		1			4	4
77		1,018	1			1		8	4		1	1		4	6
78		305				1									
79		967	1			1			2				3	4	3
80		345	1			1			2					1	
81		523				1			1		2		2	4	
82		904	1			1		1			2		2	3	
83		1,110		1		1		2	1		1	2	6	2	
84	24	875		1										1	
85		545	1	1						2	1		8	1	
86	4	746				1	1		8		4	1		8	3
87		864	1	1		1		3	1	1	2	2	3	6	1
88	15	817	1	1		1	1			1	4				1
89		833		1		1		6	2	1		1	1	1	5
90	25	483				1		4			1		1	2	1
91		1,001		1		1		8	4	1	4		1	2	14
92		702				1		3	2		2		3	3	
93		742		1		1					2		5	7	
94		805	1	1		1		2	2		3		4		
95	5	779		1		1		2							
96	20	1,013	1	1		1	1	3	2			4	2	5	
97		703		1		1									
98		427				1		2	1		2		1	4	
99		653	1	1		1			2		2				



## CONTINUATION

II. TABLE I—SCHOOLS UNDER PUBLIC SCHOOL

Continuation Schools— Concluded		Schools under Public or Separate School Board	Value of General									
			Library	Scientific Apparatus	Charts, Maps and Globes	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium, not including equip- ment	Museum	Aquarium or Herbarium
100	Richard's Landing . . . . .		\$ 124	\$ 89	\$ 21	\$ 20	\$ 12	\$ . . . . .	\$ . . . . .	\$ . . . . .	\$ . . . . .	
101	Ridgeway . . . . .	1	324	299	55	40	22	7				
102*	Richmond . . . . .	1	173	166	16	22	15	4				
103	Ripley . . . . .	1	315	403	58	26	14					
104	Rodney . . . . .	1	265	374	55	50	41	6				
105	Russell . . . . .	1	232	317	60	44	23					
106	St. George . . . . .		302	349	53	50	54					
107	Schomberg . . . . .	1	190	190	39	29	31					
108	Scotland . . . . .	1	120	238	61	69	59	15				
109	Southampton . . . . .	1	375	448	96	53	60	25	10			
110	South Mountain . . . . .	1	73	503	77	38	39	29	21			
111	South Porcupine . . . . .	1	154	166	60	44	49	6				
112	Spencerville . . . . .	1	195	362	37	40	22					
113	Springfield . . . . .	1	430	602	75	64	116	20				
114	Stayner . . . . .	1	215	428	54	44	39	18				
115	Stella . . . . .		96	203	51	17	18	9				
116	Stouffville . . . . .	1	140	378	49	19	27				9	
117	Sturgeon Falls . . . . .	1	229	311	105	45	3	30				
118	Sutton . . . . .	1	283	353	67	35	18					
119	Tamworth . . . . .	†	306	261	41	28	26					
120	Tara . . . . .	1	249	453	53	54	12					
121	Tavistock . . . . .	1	298	335	32	28	29					
122	Teeswater . . . . .	1	357	357	56	46	60					
123	Thamesville . . . . .	1	350	323	32	59	16					
124	Thessalon . . . . .	1	289	379	30	29	12					
125	Thornbury . . . . .	1	226	542	59	33	28	29				
126	Thorndale . . . . .		320	354	83	45	35	4				
127	Tilbury . . . . .	1	211	297	51	37	23					
128	Timmins . . . . .	1	186	177	56	44	21					
129	Tottenham . . . . .	1	231	338	40	63	19	10				
130	Warkworth . . . . .	1	269	333	65	71	67	19				
131	Webbwood . . . . .	1	119	209	27	36	20					
132	Westboro' . . . . .	1	250	221	45	49	100	32				
133	West Lorne . . . . .	1	299	368	66	61	43	13				
134	Westmeath . . . . .	1	198	165	43	30	25	9				
135	Westport . . . . .	1	281	486	38	21	39	24				
136	Westport (R.C.S.S.) . . . . .	1	305	290	45	42	73				4	
137	Winona . . . . .	1	210	212	40	35	10	16				
138	Wroxeter . . . . .	1	395	387	49	52	23	12				
1	Totals, 1919 . . . . .	128	34,051	45,578	6,928	5,847	310	5,018	1,418	3,050	18	32
2	Totals, 1918 . . . . .	130	32,516	42,924	6,385	5,323	380	3,771	1,312	3,077	43	25
3	Increases . . . . .		1,535	2,654	543	524		1,247	106			7
4	Decreases . . . . .	2					70			27	25	
5	Percentages . . . . .		32.96	44.12	6.70	5.66	.30	4.85	1.37	2.95	.01	.03

\* Closed June, 1919

† Consolidated School Board

## SCHOOLS—Continued

## BOARD, VALUE OF EQUIPMENT, ETC.—Concluded

Equipment		Religious and other Exercises							Destination of Pupils							
Pictures	Total value of General Equip-ment	Schools using authorized Scrip- ture Readings	Schools using the Bible	Schools in which Pas- sages are Memorized	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine, Den- tistry or the Church	Teaching	The Trades	Other occupations	Other Continuation or High Schools	Without occupation	
100	\$ 266	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	1	1	.....	
101	747	..... 1	.....	.....	1	.....	.....	1	1	.....	3	.....	1	1	.....	
102	396	..... 1	.....	.....	1	.....	.....	1	6	.....	.....	.....	.....	3	3	
103	816	..... 1	1	.....	1	.....	.....	5	8	.....	5	.....	.....	.....	2	
104	15 806	.....	1	.....	1	1	1	4	3	.....	3	.....	.....	2	1	
105	676	.....	.....	.....	1	.....	.....	1	2	.....	3	1	.....	1	4	
106	808	.....	.....	.....	1	.....	.....	.....	1	.....	1	.....	2	4	2	
107	479	..... 1	1	.....	1	.....	.....	1	4	2	.....	.....	.....	2	.....	
108	24 586	..... 1	1	.....	1	.....	.....	4	1	.....	.....	1	.....	.....	.....	
109	15 1,082	..... 1	1	.....	1	.....	.....	2	.....	1	3	6	4	9	1	
110	52 803	.....	.....	.....	1	.....	.....	.....	2	.....	.....	.....	2	1	.....	
111	27 506	..... 1	1	.....	1	.....	.....	2	.....	.....	1	1	.....	2	.....	
112	..... 656	.....	1	.....	1	.....	.....	1	1	1	.....	.....	2	2	.....	
113	..... 1,307	..... 1	1	.....	1	.....	.....	.....	2	.....	1	.....	3	1	.....	
114	..... 798	.....	.....	.....	1	.....	.....	2	2	.....	2	.....	3	1	.....	
115	..... 394	..... 1	1	.....	1	.....	1	.....	.....	.....	1	.....	1	4	.....	
116	..... 622	..... 1	1	.....	1	.....	.....	2	8	3	4	1	1	5	.....	
117	..... 723	..... 1	1	.....	1	1	1	.....	.....	.....	.....	.....	3	1	.....	
118	..... 756	.....	.....	.....	1	.....	.....	1	1	.....	2	1	1	2	1	
119	..... 662	.....	.....	.....	1	.....	.....	4	4	1	11	1	.....	1	.....	
120	..... 821	.....	.....	.....	1	.....	.....	4	1	.....	2	.....	2	2	.....	
121	10 732	..... 1	.....	.....	1	.....	.....	.....	1	2	1	.....	5	6	.....	
122	..... 876	.....	.....	.....	1	.....	.....	2	1	2	1	.....	1	1	.....	
123	..... 780	..... 1	1	.....	1	.....	.....	2	2	.....	1	.....	2	4	.....	
124	5 744	..... 1	1	.....	1	1	.....	.....	.....	.....	6	.....	.....	1	1	
125	..... 917	.....	1	.....	1	.....	.....	5	2	.....	.....	.....	8	5	.....	
126	11 852	..... 1	1	.....	1	.....	.....	.....	2	1	2	.....	2	1	3	
127	..... 619	..... 1	1	.....	1	.....	.....	4	.....	.....	.....	.....	.....	5	2	
128	..... 484	..... 1	1	.....	1	.....	.....	.....	.....	.....	.....	2	.....	4	.....	
129	..... 701	.....	.....	.....	1	1	.....	.....	2	2	.....	.....	.....	1	.....	
130	..... 824	.....	1	.....	1	.....	.....	4	5	.....	1	1	4	3	1	
131	..... 411	..... 1	1	.....	1	.....	.....	2	.....	.....	.....	1	4	3	2	
132	13 710	..... 1	1	.....	1	.....	.....	12	.....	.....	.....	8	.....	.....	.....	
133	13 863	.....	.....	.....	1	.....	1	1	.....	.....	1	.....	.....	3	6	
134	2 472	.....	.....	.....	1	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	
135	..... 889	.....	.....	.....	1	.....	.....	1	3	.....	1	.....	3	2	2	
136	33 792	.....	1	1	1	1	1	.....	.....	.....	1	.....	.....	3	.....	
137	15 538	.....	.....	.....	1	.....	.....	5	6	.....	.....	.....	2	11	2	
138	..... 918	.....	1	.....	1	.....	.....	4	3	.....	3	1	2	1	.....	
1	1,040	103,290	62	80	3	137	23	22	215	269	46	230	78	224	297	71
2	1,057	96,813	57	71	3	136	23	27	294	445	44	227	98	271	306	161
3	.....	6,477	5	9	.....	1	.....	.....	.....	2	3	.....	.....	.....	.....	.....
4	17	.....	.....	.....	.....	.....	.....	5	79	176	.....	.....	20	47	9	90
5	1.00	.....	44.92	57.97	2.17	99.27	16.66	15.94	15.03	18.81	3.21	16.08	5.45	15.66	20.77	4.96

## CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS AND

Continuation Schools	Pupils					Number of Pupils in—		Number of Pupils from—		No. of other Sections thus represented	
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary school	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance			Middle School	School Sections forming C. S. District or from School Section		Other Sections
						F. I	F. II				
1 Acton .....	66	33	26	40	54	33	20	13	58	8	6
2 Agincourt.....	17	11	9	8	13	11	6	.....	10	7	4
3 Alvinston.....	43	14	15	28	34	18	12	13	17	26	7
4 Arkona.....	22	7	7	15	13	19	3	.....	11	11	3
5 Ayr.....	27	10	9	18	22	12	9	6	21	6	4
6 Bancroft .....	35	7	14	21	25	8	14	13	20	15	14
7 Bath .....	21	10	9	12	16	11	5	5	13	8	5
8 Beaverton .....	52	20	14	38	41	23	19	10	27	25	6
9 Beeton .....	38	10	14	24	30	10	19	9	18	20	7
10 Belmont.....	53	15	20	33	47	17	23	13	24	29	5
11 Blenheim.....	63	22	27	36	42	23	26	14	53	10	4
12 Blind River .....	26	12	14	12	17	13	6	7	20	6	3
13 Blyth .....	39	11	17	22	29	16	16	7	21	18	8
14 Bothwell .....	27	11	11	16	21	16	7	4	16	11	4
15 Bowesville.....	12	7	6	6	9	8	4	.....	11	1	1
16 Bridgeburg .....	42	20	16	26	35	21	12	9	21	21	6
17 Bruce Mines .....	28	13	7	21	24	12	10	6	14	14	5
18 Brussels.....	78	33	28	50	58	38	24	16	24	54	18
19 Burk's Falls.....	32	11	11	21	23	12	15	5	26	6	3
20 Cannington.....	48	19	17	31	35	19	18	11	25	23	2
21 Cardinal.....	46	15	17	29	30	17	22	7	36	10	5
22 Carp .....	55	19	19	36	40	20	15	20	28	27	5
23 Chappleau .....	34	16	14	20	27	15	9	10	34	.....	.....
24 Claremont .....	31	10	13	18	26	10	15	6	14	17	7
25 Clifford.....	24	9	9	15	21	10	9	5	16	8	5
26 Cochrane.....	11	7	4	7	7	7	4	.....	11	.....	.....
27 Coldwater.....	42	10	18	24	31	12	15	15	32	10	6
28 Comber.....	19	11	10	9	15	11	6	2	15	4	2
29 Cookstown.....	55	18	23	32	45	21	19	15	28	27	6
30 Creemore.....	38	14	13	25	30	17	12	9	12	26	10
31 Delaware.....	36	13	16	20	33	14	12	10	10	26	10
32 Delhi.....	20	11	5	15	14	12	8	.....	6	14	6
33 Drayton .....	84	32	34	50	60	35	30	19	27	57	23
34 Dresden.....	59	27	27	32	46	27	18	14	35	24	7
35 Drumbo .....	16	10	6	10	14	10	4	2	13	3	2
36 Dryden.....	18	10	9	9	14	9	3	6	18	.....	.....
37 Eganville .....	34	11	13	21	27	13	15	6	21	13	5
38 Eganville (R.C.S.S.)	53	18	29	24	46	18	14	21	32	21	13
39 Elmira.....	67	25	29	38	58	30	22	15	38	29	6
40 Elmvale.....	35	18	15	20	27	19	10	6	18	17	7
41 Ennismore.....	19	4	10	9	15	4	8	7	19	.....	.....
42 Erin.....	33	9	17	16	25	8	13	12	15	18	10
43 Espanola .....	8	6	3	5	5	6	2	.....	5	3	1
44 Fenelon Falls .....	46	14	17	29	37	21	17	8	31	15	.....
45 Finch.....	59	27	22	37	45	27	20	12	23	36	12
46 Fingal.....	25	11	9	16	18	13	5	7	14	11	7
47 Frankford.....	29	11	12	17	22	11	8	10	20	9	4
48 Gore Bay.....	39	18	19	20	34	18	12	9	16	23	9
49 Grand Valley.....	50	16	21	29	41	16	18	16	20	30	8
50 Hanover.....	63	22	26	37	56	27	19	17	53	10	7



## SCHOOLS—Continued

## IN THE VARIOUS SUBJECTS, ETC.

Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects					
Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composi- tion and Rhetoric	English Literature	Canadian History	British History	Ancient History
1	12	10	3	25	10	4	2	53	65	65	65	65	13
2	2	8	2	3	2	.....	.....	17	17	17	17	6	.....
3	4	33	.....	6	.....	.....	.....	30	43	43	43	25	13
4	3	15	.....	1	1	1	1	22	22	22	22	3	.....
5	..	15	.....	6	3	3	.....	21	27	27	27	15	6
6	7	14	2	4	1	5	1	22	35	35	35	27	13
7	1	9	2	3	4	1	1	16	21	21	21	10	5
8	7	31	.....	.....	4	6	4	42	52	52	33	29	10
9	2	23	2	9	.....	.....	2	29	37	35	35	25	6
10	3	44	.....	4	2	.....	.....	40	53	53	53	53	13
11	10	33	3	12	5	.....	.....	45	63	63	37	40	14
12	..	.....	1	3	22	.....	.....	19	26	26	26	13	7
13	3	22	.....	9	5	.....	.....	32	39	39	39	23	7
14	6	11	2	3	.....	5	.....	23	27	27	27	11	4
15	..	12	.....	.....	.....	.....	.....	12	12	12	8	4	.....
16	5	8	.....	19	5	5	.....	25	42	42	42	25	9
17	3	15	.....	5	5	.....	.....	22	28	28	28	16	6
18	4	52	3	6	5	5	3	62	78	76	78	78	16
19	8	9	3	4	8	.....	.....	27	32	32	32	32	5
20	6	16	3	4	4	10	5	37	48	48	48	48	11
21	3	19	.....	5	12	4	3	39	46	46	46	29	7
22	9	37	2	1	.....	6	.....	35	55	55	35	35	20
23	2	.....	1	18	10	2	.....	24	33	33	33	33	9
24	1	18	5	2	2	3	.....	25	31	31	16	21	6
25	5	14	1	1	.....	3	.....	19	24	24	24	24	5
26	3	.....	.....	6	.....	2	.....	11	11	11	11	11	.....
27	16	15	2	.....	4	5	.....	27	42	42	42	30	15
28	3	9	2	.....	1	4	.....	17	19	19	19	8	2
29	4	38	3	4	2	4	.....	40	55	55	55	34	15
30	5	27	1	.....	3	1	1	29	38	38	38	38	9
31	2	32	2	.....	.....	.....	.....	26	36	36	36	22	10
32	2	10	1	5	2	.....	.....	20	20	20	12	8	.....
33	8	59	1	6	3	6	1	65	84	84	84	49	19
34	6	29	3	7	2	8	3	45	59	59	59	59	14
35	2	9	2	2	1	.....	.....	14	16	16	16	6	2
36	2	1	.....	1	7	7	.....	12	18	18	18	9	6
37	2	14	2	5	1	6	4	28	34	34	19	21	6
38	11	22	3	4	5	8	.....	32	53	53	53	53	21
39	12	27	2	18	.....	7	.....	51	67	67	67	37	15
40	4	17	1	5	.....	7	1	29	35	35	35	16	6
41	..	19	.....	.....	.....	.....	.....	11	19	19	19	15	7
42	6	17	4	3	.....	1	2	21	33	33	33	25	12
43	..	3	.....	.....	.....	.....	.....	8	8	8	8	2	.....
44	2	15	2	15	8	4	.....	38	46	46	46	25	8
45	1	32	2	5	7	11	1	47	59	59	59	32	12
46	..	20	1	.....	1	3	.....	18	25	25	18	12	7
47	4	19	.....	3	1	.....	2	19	29	29	29	29	10
48	..	20	1	2	10	5	1	30	39	39	39	20	8
49	10	22	3	4	5	.....	6	34	50	50	50	50	16
50	18	13	6	6	11	5	4	46	63	63	44	36	17

## CONTINUATION

## III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools	Number of Pupils in the Various Subjects							
	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	French	German	Latin
1 Acton .....	53	53	53	65	32	60	.....	33
2 Agincourt .....	17	17	17	17	6	14	.....	14
3 Alvinston .....	30	30	30	43	25	33	.....	31
4 Arkona .....	22	22	22	22	3	20	.....	22
5 Ayr .....	21	21	21	27	15	27	.....	27
6 Bancroft .....	22	22	22	35	27	15	.....	14
7 Bath .....	16	16	16	21	10	15	.....	20
8 Beaverton .....	42	42	42	52	29	49	.....	49
9 Beeton .....	29	29	29	37	27	34	.....	37
10 Belmont .....	40	40	40	53	36	52	.....	52
11 Blenheim .....	45	45	45	63	40	39	.....	39
12 Blind River .....	19	19	19	19	13	24	.....	23
13 Blyth .....	32	32	32	39	23	37	.....	38
14 Bothwell .....	23	23	23	27	11	23	.....	27
15 Bowesville .....	12	12	12	12	4	11	.....	9
16 Bridgeburg .....	37	37	25	42	25	34	.....	32
17 Bruce Mines .....	22	22	24	28	16	23	.....	26
18 Brussels .....	62	62	62	78	40	58	.....	65
19 Burk's Falls .....	27	27	27	32	20	30	.....	29
20 Cannington .....	37	37	37	48	29	47	.....	47
21 Cardinal .....	39	39	39	46	29	24	.....	30
22 Carp .....	35	35	35	55	35	42	.....	42
23 Chapleau .....	24	24	24	33	33	30	.....	31
24 Claremont .....	25	25	25	31	21	31	.....	31
25 Clifford .....	19	19	19	24	14	22	.....	22
26 Cochrane .....	11	11	11	11	4	11	.....	11
27 Coldwater .....	27	27	27	42	30	33	.....	33
28 Comber .....	17	17	17	19	8	19	.....	16
29 Cookstown .....	40	40	40	55	34	53	.....	53
30 Creemore .....	29	29	29	38	21	34	.....	32
31 Delaware .....	26	26	26	36	22	31	.....	32
32 Delhi .....	20	20	20	20	8	16	.....	18
33 Drayton .....	65	65	65	84	49	84	.....	84
34 Dresden .....	45	45	45	59	32	49	.....	43
35 Drumbo .....	14	14	14	16	6	16	.....	16
36 Dryden .....	12	12	12	18	9	18	.....	18
37 Eganville .....	25	28	28	34	21	25	.....	25
38 Eganville (R.C.S.S.) .....	32	32	32	53	35	39	.....	36
39 Elmira .....	51	52	52	67	37	56	.....	64
40 Elmvale .....	29	.....	29	35	16	30	.....	35
41 Ennismore .....	11	11	11	19	15	13	.....	14
42 Erin .....	21	21	21	33	25	30	.....	33
43 Espanola .....	8	8	8	8	2	8	.....	8
44 Fenelon Falls .....	38	38	38	46	8	44	.....	44
45 Finch .....	47	47	47	59	32	55	.....	55
46 Fingal .....	18	18	18	18	12	20	.....	20
47 Frankford .....	19	19	19	29	18	12	.....	12
48 Gore Bay .....	30	30	30	39	39	35	.....	37
49 Grand Valley .....	34	34	34	50	33	50	.....	50
50 Hanover .....	46	46	46	63	36	55	.....	58

## SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued

	Zoology	Botany	Chemistry	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture
1	46	46	12	13	56	.....	.....	.....	46	66	.....
2	17	17	6	17	17	.....	.....	.....	17	17	.....
3	30	30	25	43	43	.....	.....	.....	30	43	.....
4	22	22	3	22	22	.....	.....	.....	22	22	.....
5	21	21	15	27	21	.....	.....	.....	21	27	.....
6	22	22	27	35	22	.....	.....	.....	22	35	.....
7	16	16	10	21	16	.....	.....	.....	16	21	.....
8	.....	.....	10	10	23	.....	.....	.....	42	52	.....
9	29	29	27	37	29	.....	.....	.....	29	38	.....
10	40	40	36	53	40	.....	.....	.....	40	53	.....
11	45	45	14	63	45	.....	.....	.....	45	63	.....
12	19	19	26	26	19	.....	.....	.....	19	26	.....
13	32	32	7	39	32	.....	.....	.....	32	39	.....
14	23	23	4	27	23	.....	.....	.....	23	27	.....
15	12	12	12	12	12	.....	.....	.....	12	12	.....
16	37	37	25	25	37	.....	.....	.....	22	42	.....
17	22	22	16	28	22	.....	.....	.....	22	28	.....
18	62	62	40	78	62	.....	.....	.....	63	78	.....
19	27	27	20	32	27	.....	.....	.....	27	32	.....
20	33	33	29	48	37	.....	.....	.....	21	48	.....
21	39	39	29	46	39	.....	.....	.....	39	46	.....
22	35	35	20	20	35	.....	.....	.....	35	53	.....
23	24	24	33	33	24	.....	.....	.....	24	34	.....
24	25	25	21	31	25	.....	.....	.....	25	31	.....
25	19	19	14	24	19	.....	.....	.....	19	24	.....
26	11	11	.....	11	7	.....	.....	.....	11	11	.....
27	27	27	30	42	27	.....	.....	.....	27	42	.....
28	17	17	8	19	17	.....	.....	.....	17	19	.....
29	40	40	34	55	40	.....	.....	.....	40	55	.....
30	29	29	9	9	.....	.....	.....	.....	31	38	.....
31	26	26	22	36	26	.....	.....	.....	26	36	.....
32	20	20	8	20	20	.....	.....	.....	19	20	.....
33	65	65	49	84	65	.....	.....	.....	65	79	65
34	45	45	32	59	45	.....	.....	.....	45	59	.....
35	14	14	6	16	14	.....	.....	.....	14	16	.....
36	12	12	9	18	12	.....	.....	.....	.....	18	.....
37	28	28	21	34	28	.....	.....	.....	25	34	.....
38	32	32	35	53	3	.....	.....	.....	32	52	.....
39	52	52	37	67	51	.....	.....	.....	49	66	.....
40	29	29	16	35	29	.....	.....	.....	29	32	.....
41	11	11	7	7	11	.....	.....	.....	11	19	.....
42	21	21	12	12	21	.....	.....	.....	21	33	.....
43	8	8	2	8	8	.....	.....	.....	8	8	.....
44	38	38	8	35	38	.....	.....	.....	38	46	.....
45	47	47	32	59	27	.....	.....	.....	47	59	.....
46	18	18	7	12	18	.....	.....	.....	18	25	.....
47	19	19	10	29	19	.....	.....	.....	19	29	.....
48	30	30	21	39	30	.....	.....	.....	30	39	.....
49	34	34	33	33	34	.....	.....	.....	34	50	.....
50	46	46	36	63	46	.....	.....	.....	46	63	.....



CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools— Continued	Pupils					Number of Pupils in—		Number of Pupils from—		No. of other Sections thus represented	
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary school	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	School Sections forming C. S.	Other Sections		
						District or from School Section					
								F. I. F. II			
51 Harrow.....	33	14	13	20	24	15	9	9	14	19	7
52 Havelock.....	36	15	13	23	29	16	10	10	22	14	6
53 Hepworth.....	13	12	7	6	10	13	.....	.....	7	6	4
54 Highgate.....	41	18	20	21	35	19	14	8	21	20	8
55 Huntsville.....	57	22	25	32	48	24	18	15	48	9	4
56 Jarvis.....	27	15	12	15	20	15	12	.....	12	15	7
57 Jockvale.....	13	7	4	9	9	7	6	.....	8	5	3
58 Kars.....	19	8	9	10	15	7	8	4	12	7	4
59 Keewatin.....	23	13	9	14	19	13	6	4	23	.....	.....
60 Kenmore.....	44	8	21	23	29	11	15	18	19	25	6
61 Kinburn.....	27	17	11	16	15	17	3	7	17	10	6
62 Lakefield.....	66	26	23	43	54	26	27	13	43	23	12
63 Lanark.....	61	26	24	37	48	26	16	19	31	30	15
64 Lansdowne.....	19	11	6	13	14	11	8	.....	14	5	4
65 Lion's Head.....	5	4	.....	5	4	4	1	.....	4	1	1
66 Little Current.....	22	10	4	18	17	10	12	.....	15	7	3
67 Lucknow.....	70	28	27	43	55	31	23	16	31	39	18
68 Malakoff.....	21	5	6	15	19	5	6	10	14	7	1
69 Manitowaning.....	30	13	8	22	19	19	11	.....	10	20	9
70 Manotick.....	26	8	7	19	18	10	16	.....	12	14	6
71 Massey.....	17	12	10	7	14	13	4	.....	14	3	3
72 Maxville.....	59	17	24	35	39	24	24	11	18	41	11
73 Melbourne.....	44	13	11	33	36	13	20	11	16	28	12
74 Merlin.....	45	18	22	23	35	20	16	9	18	27	10
75 Merrickville.....	42	13	9	33	36	13	20	9	28	14	7
76 Metcalfe.....	28	9	9	19	18	12	5	11	13	15	8
77 Millbrook.....	59	20	24	35	47	24	21	14	24	35	9
78 Milverton.....	42	20	20	22	35	20	11	11	30	12	6
79 Mount Albert.....	38	19	15	23	26	19	12	7	34	4	2
80 Mount Brydges.....	38	13	11	27	31	13	19	6	30	8	3
81 Navan.....	29	11	10	19	22	9	10	10	18	11	5
82 New Hamburg.....	41	18	21	20	34	15	14	12	23	18	5
83 New Liskeard.....	40	15	7	33	28	25	7	8	26	14	11
84 New Toronto.....	19	8	8	11	9	8	3	8	7	12	4
85 North Augusta.....	18	7	6	12	15	7	5	6	8	10	7
86 North Gower.....	32	10	15	17	24	13	8	11	15	17	4
87 Norwich.....	78	36	36	42	63	39	21	18	32	46	10
88 Odessa.....	29	13	13	16	22	13	10	6	13	16	5
89 Oil Springs.....	33	15	8	25	29	14	7	12	22	11	6
90 Orono.....	38	15	20	18	33	16	8	14	17	21	11
91 Paisley.....	56	17	22	34	48	21	18	17	23	33	16
92 Pakenham.....	36	15	12	24	31	15	8	13	16	20	11
93 Palmerston.....	55	22	18	37	39	24	25	6	34	21	12
94 Plattsville.....	30	13	14	16	26	13	12	5	18	12	5
95 Port Burwell.....	31	11	7	24	17	12	8	11	24	7	3
96 Port Colborne.....	72	42	37	35	49	42	19	11	58	14	3
97 Port Credit.....	22	15	10	12	16	15	5	2	11	11	5
98 Powassan.....	18	8	6	12	15	9	9	.....	15	3	3
99 Princeton.....	23	6	10	13	18	6	8	9	18	5	5
100 Richard's Landing..	18	10	3	15	17	10	8	.....	17	1	1
101 Ridgeway.....	39	13	17	22	31	13	17	9	23	16	6

## SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below—								Number of Pupils in the Various Subjects					
Commerce	Agriculture	Law, Medicine, Dentistry, or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composi- tion and Rhetoric	English Literature	C anadian History	British History	Ancient History
51	3	20	4	4	.....	2	.....	24	33	33	33	33	9
52	2	8	1	12	3	9	1	27	36	36	36	36	9
53	3	6	.....	1	3	.....	.....	13	13	13	13	.....	.....
54	7	22	.....	3	5	3	1	33	41	41	41	27	8
55	7	11	6	10	15	7	.....	42	57	57	57	33	18
56	1	20	2	1	.....	3	.....	27	27	27	27	12	.....
57	.....	12	.....	1	.....	.....	.....	13	13	13	13	6	.....
58	.....	10	1	7	1	.....	.....	15	19	18	19	12	4
59	.....	3	.....	9	5	6	.....	19	23	23	23	10	4
60	4	33	2	5	.....	.....	.....	26	44	44	44	33	18
61	5	16	.....	.....	5	.....	1	20	27	27	27	10	7
62	6	18	5	.....	15	16	6	53	66	66	66	40	13
63	7	34	.....	12	2	6	.....	42	61	59	59	33	17
64	5	7	1	1	5	.....	.....	19	19	19	11	8	.....
65	3	1	.....	.....	1	.....	.....	5	5	5	4	1	.....
66	.....	8	1	.....	.....	13	.....	22	22	22	22	12	.....
67	12	41	5	5	2	3	2	54	70	70	70	38	16
68	.....	21	.....	.....	.....	.....	.....	11	21	21	21	21	10
69	1	19	1	1	3	4	.....	30	30	30	30	11	.....
70	1	16	1	5	1	2	.....	26	26	26	26	16	.....
71	8	5	.....	4	.....	.....	.....	17	17	17	17	4	.....
72	4	45	3	5	.....	2	.....	48	57	57	57	57	9
73	2	33	2	1	3	3	.....	33	44	44	44	44	11
74	7	27	.....	7	1	2	1	36	45	45	45	45	9
75	4	13	1	10	12	2	.....	33	41	41	41	28	8
76	1	24	1	.....	2	.....	.....	17	28	28	28	16	11
77	8	28	10	3	5	5	.....	45	59	59	59	59	14
78	3	22	2	10	1	2	2	31	42	42	31	22	11
79	4	11	2	2	2	10	7	31	38	38	38	19	7
80	2	35	.....	1	.....	.....	.....	32	38	38	38	38	6
81	2	21	.....	2	1	3	.....	19	29	29	29	20	10
82	16	13	3	3	4	2	.....	29	41	41	41	26	12
83	6	11	5	10	.....	7	.....	32	39	39	39	14	7
84	5	3	2	8	.....	.....	1	11	19	19	.....	1	8
85	.....	14	1	1	.....	2	.....	12	18	18	7	11	6
86	.....	21	1	3	7	.....	.....	21	32	32	32	32	11
87	5	52	4	2	4	6	5	60	78	77	77	77	17
88	8	14	1	2	1	.....	3	23	29	29	19	16	6
89	6	10	1	9	2	5	.....	21	33	33	33	19	12
90	7	27	.....	.....	2	.....	2	24	38	38	38	38	14
91	3	36	3	6	2	6	.....	39	55	55	55	34	17
92	3	25	1	3	3	1	.....	23	36	36	36	21	13
93	2	26	.....	11	6	10	.....	49	55	55	55	31	6
94	5	20	2	1	2	.....	.....	25	30	30	30	17	4
95	5	9	.....	4	2	11	.....	20	31	31	31	19	11
96	7	7	3	11	12	17	14	61	72	72	72	72	11
97	2	9	.....	1	2	8	.....	20	22	22	22	7	2
98	1	9	.....	2	3	3	.....	18	18	18	9	9	.....
99	.....	17	2	1	3	.....	.....	14	23	23	23	17	9
100	.....	9	.....	6	3	.....	.....	18	18	18	18	8	.....
101	9	20	2	1	2	3	2	30	39	39	39	28	9

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Continued.							
	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	French	German	Latin
51 Harrow .....	24	24	24	33	18	32	.....	31
52 Havelock .....	36	27	27	36	19	29	.....	35
53 Hepworth .....	13	13	13	13	.....	13	.....	13
54 Highgate .....	33	19	30	41	22	.....	.....	.....
55 Huntsville .....	42	42	42	57	33	40	.....	42
56 Jarvis .....	27	27	27	27	12	27	.....	27
57 Jockvale .....	13	13	13	13	6	.....	.....	6
58 Kars .....	15	15	15	19	10	17	.....	16
59 Keewatin .....	19	19	19	23	10	21	.....	21
50 Kenmore .....	26	11	26	44	33	43	.....	42
61 Kinburn .....	20	20	21	27	10	26	.....	25
62 Lakefield .....	53	53	53	66	40	.....	.....	66
63 Lanark .....	42	42	42	61	35	58	.....	61
64 Lansdowne .....	19	19	19	19	8	18	.....	18
65 Lion's Head .....	5	5	5	5	1	5	.....	5
66 Little Current .....	22	22	22	22	12	21	.....	20
67 Lucknow .....	54	54	54	70	38	55	.....	56
68 Malakoff .....	11	11	11	21	16	11	.....	12
69 Manitowaning .....	30	30	30	30	11	6	.....	13
70 Manotick .....	26	26	26	26	16	26	.....	20
71 Massey .....	17	17	17	16	4	16	.....	16
72 Maxville .....	48	48	48	57	34	46	.....	46
73 Melbourne .....	33	33	33	44	31	37	.....	37
74 Merlin .....	36	36	36	45	25	41	.....	38
75 Merrickville .....	33	33	33	41	41	32	.....	30
76 Metcalfe .....	17	17	17	28	16	25	.....	25
77 Millbrook .....	45	45	45	59	35	56	.....	47
78 Milverton .....	31	31	31	42	22	40	2	42
79 Mount Albert .....	31	31	31	38	19	29	.....	27
80 Mount Brydges .....	32	32	32	38	25	32	.....	20
81 Navan .....	19	19	19	29	20	25	.....	25
82 New Hamburg .....	29	29	29	41	27	26	11	40
83 New Liskeard .....	32	32	32	39	39	40	.....	40
84 New Toronto .....	11	11	11	19	11	19	.....	19
85 North Augusta .....	12	12	12	18	11	15	.....	16
86 North Gower .....	21	21	21	32	19	27	.....	32
87 Norwich .....	60	60	60	78	39	67	.....	68
88 Odessa .....	23	23	23	29	16	25	.....	26
89 Oil Springs .....	21	21	21	33	19	22	.....	23
90 Orono .....	24	24	24	38	22	35	.....	36
91 Paisley .....	40	39	41	55	34	49	.....	56
92 Pakenham .....	23	23	23	36	21	33	.....	34
93 Palmerston .....	49	49	49	55	31	44	.....	41
94 Plattsville .....	25	25	25	30	17	30	.....	30
95 Port Burwell .....	20	31	20	31	19	31	.....	31
96 Port Colborne .....	61	61	61	72	30	70	.....	68
97 Port Credit .....	20	20	20	22	7	22	.....	22
98 Powassan .....	18	18	18	18	9	14	.....	11
99 Princeton .....	14	14	14	23	17	19	.....	16
100 Richdard's Landing .....	18	18	18	18	8	7	.....	10
101 Ridgeway .....	30	30	30	39	26	37	.....	37



## SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued

	Zoology	Botany	Chemistry	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture
51	24	24	18	33	24	.....	.....	.....	22	33	.....
52	26	26	10	30	27	.....	.....	.....	26	36	.....
53	13	13	13	13	13	.....	.....	.....	13	13	.....
54	33	33	22	41	19	.....	.....	.....	33	41	.....
55	42	42	33	57	42	.....	.....	.....	42	57	.....
56	27	27	12	27	3	.....	.....	.....	27	27	.....
57	13	13	6	13	13	.....	.....	.....	13	13	.....
58	15	15	12	19	15	.....	.....	.....	15	19	.....
59	19	19	10	23	19	13	13	13	19	23	.....
60	26	26	33	44	26	.....	.....	.....	26	44	.....
61	20	20	7	7	20	.....	.....	.....	20	27	.....
62	53	53	40	66	53	.....	.....	.....	53	66	.....
63	42	42	35	61	42	.....	.....	.....	42	61	.....
64	19	19	8	19	19	.....	.....	.....	19	19	.....
65	5	5	1	5	5	.....	.....	.....	5	5	.....
66	22	22	12	22	22	.....	.....	.....	22	22	.....
67	54	54	38	70	54	.....	.....	.....	54	70	.....
68	11	11	16	21	11	.....	.....	.....	11	21	.....
69	30	30	11	30	30	.....	.....	.....	30	30	.....
70	26	26	16	26	26	.....	.....	.....	26	26	.....
71	17	17	4	17	17	.....	.....	.....	4	17	.....
72	48	48	9	57	48	.....	.....	.....	48	56	.....
73	33	33	31	44	33	.....	.....	.....	34	44	.....
74	36	36	25	45	36	.....	.....	.....	.....	.....	.....
75	33	33	28	41	33	.....	.....	.....	33	41	.....
76	17	17	16	16	17	.....	.....	.....	17	28	.....
77	45	45	35	59	.....	.....	.....	.....	45	59	.....
78	31	31	22	42	31	.....	.....	.....	29	42	.....
79	31	31	19	38	31	.....	.....	.....	31	.....	.....
80	32	32	25	38	32	.....	.....	.....	32	38	.....
81	19	19	20	29	19	.....	.....	.....	19	29	.....
82	29	29	27	41	29	.....	.....	.....	29	41	.....
83	32	32	14	39	32	.....	.....	.....	32	38	32
84	11	11	18	18	11	.....	.....	.....	11	19	.....
85	12	12	11	18	11	.....	.....	.....	12	18	.....
86	21	21	19	32	21	.....	.....	.....	21	32	.....
87	59	59	39	78	60	.....	.....	.....	59	78	.....
88	23	23	16	29	23	.....	.....	.....	24	29	.....
89	21	21	19	33	33	.....	.....	.....	21	33	.....
90	.....	.....	14	14	24	.....	.....	.....	24	38	.....
91	39	39	34	35	39	.....	.....	.....	39	56	.....
92	23	23	21	36	23	.....	.....	.....	23	36	.....
93	49	49	31	55	49	.....	.....	.....	49	55	.....
94	25	25	17	30	25	.....	.....	.....	25	30	.....
95	20	20	19	31	20	.....	.....	.....	20	31	.....
96	61	61	11	72	61	.....	.....	.....	61	72	42
97	20	20	7	22	20	.....	.....	.....	20	22	.....
98	18	18	9	18	18	.....	.....	.....	18	18	.....
99	14	14	17	23	14	.....	.....	.....	14	23	.....
100	18	18	8	18	18	.....	.....	.....	18	18	.....
101	30	30	26	39	30	.....	.....	.....	30	39	30

CONTINUATION

III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS

Continuation Schools— Continued	Pupils					Number of Pupils in—			Number of Pupils from—		No. of other Sections thus represented
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary school	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School		Middle School	School Sections forming C. S. District or from School Section	Other Sections	
						F. I	F. II				
102 Ripley .....	68	25	22	46	56	23	26	19	31	37	13
103 Rodney .....	62	24	28	34	43	25	22	15	35	27	10
104 Russell .....	38	14	14	24	27	14	19	5	26	12	4
105 St. George .....	44	17	20	24	35	23	11	10	30	14	7
106 Schomberg .....	15	4	4	11	11	4	11	.....	7	8	4
107 Scotland .....	32	10	12	20	24	15	13	4	20	12	6
108 Southampton .....	49	24	24	25	35	26	15	8	40	9	6
109 South Mountain...	48	18	14	34	38	21	19	8	14	34	6
110 South Porcupine ..	7	5	.....	7	5	5	2	.....	7	.....	.....
111 Spencerville .....	26	10	12	14	22	12	9	5	26	.....	.....
112 Springfield .....	32	11	12	20	27	13	9	10	23	9	4
113 Stayner .....	60	24	28	32	49	32	10	18	28	32	8
114 Stella .....	20	6	3	17	15	6	11	3	5	15	3
115 Stouffville .....	39	15	25	14	31	16	18	5	23	16	11
116 Sturgeon Falls ....	23	11	3	20	21	11	12	.....	19	4	1
117 Sutton .....	46	11	20	26	28	15	16	15	31	15	7
118 Tamworth .....	52	16	15	37	36	24	21	7	22	30	11
119 Tara .....	44	15	16	28	36	16	20	8	16	28	8
120 Tavistock .....	34	16	15	19	28	17	8	9	18	16	9
121 Teeswater .....	57	23	11	46	50	30	18	9	26	31	14
122 Thamesville .....	49	13	18	31	36	18	17	14	21	28	8
123 Thessalon .....	58	22	23	35	39	27	24	7	30	28	6
124 Thornbury .....	59	24	18	41	50	24	19	16	21	38	12
125 Thorndale .....	51	19	17	34	37	19	25	7	50	1	1
126 Tilbury .....	32	12	8	24	25	12	15	5	17	15	5
127 Timmins .....	18	12	10	8	15	5	13	.....	12	6	2
128 Tottenham .....	61	32	31	30	40	32	17	12	16	45	17
129 Warkworth .....	40	11	12	28	33	15	16	9	12	28	13
130 Webbwood .....	10	6	7	3	8	6	4	.....	10	.....	.....
131 Westboro' .....	43	19	21	22	34	19	15	9	37	6	5
132 West Lorne .....	38	17	17	21	32	17	7	14	37	1	1
133 Westmeath .....	17	5	3	14	10	7	10	.....	8	9	.....
134 Westport .....	26	8	13	13	19	8	12	6	22	4	3
135 Westport (R.C.S.S.)	35	13	8	27	29	13	12	10	28	7	3
136 Winona .....	18	11	6	12	8	13	5	.....	4	14	7
137 Wroxeter .....	36	16	17	19	22	14	15	7	10	26	13
1 Totals, 1919-1920..	5,126	2,031	2,001	3,125	3,955	2,224	1,771	1,131	2,932	2,194	859
2 Totals, 1918-1919..	5,006	1,975	1,867	3,139	3,773	2,220	1,714	1,072	2,793	2,213	893
3 Increases .....	120	56	134	.....	182	4	57	59	139	.....	.....
4 Decreases .....	.....	.....	.....	14	.....	.....	.....	.....	.....	19	34
5 Percentages .....	.....	39.62	39.03	60.96	77.15	43.38	34.54	22.06	57.19	42.80	....

## SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied  
as below—

Number of Pupils in the Various Subjects

	Commerce	Agriculture	Law, Medicine, Den- tistry or the church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Composi- tion and Rhetoric	English Literature	Canadian History	British History	Ancient History
102	9	46	3	.....	1	9	.....	.....	49	68	68	68	45	17
103	19	26	....	.....	6	7	4	.....	47	61	61	61	36	14
104	2	18	2	.....	6	3	4	3	53	35	37	16	21	2
105	5	28	3	.....	6	2	.....	.....	34	44	44	44	21	10
106	6	6	1	.....	.....	.....	1	1	15	15	15	15	11	.....
107	..	18	1	.....	6	2	2	3	28	32	32	32	17	4
108	12	11	1	.....	10	10	5	.....	41	49	49	34	23	8
109	1	45	1	.....	1	.....	.....	.....	40	48	48	48	29	8
110	1	.....	.....	.....	6	.....	.....	.....	7	7	7	7	2	.....
111	2	18	1	.....	3	1	1	.....	21	26	26	26	14	5
112	2	19	3	.....	5	3	.....	.....	22	32	32	32	32	10
113	5	39	2	.....	4	.....	10	.....	42	57	57	57	25	15
114	1	13	.....	.....	3	.....	3	.....	17	20	20	20	14	3
115	7	13	6	.....	3	3	1	6	34	39	39	39	23	5
116	3	.....	1	.....	13	.....	6	.....	23	22	22	23	23	.....
117	14	17	6	2	3	2	1	1	31	46	46	30	31	15
118	7	29	5	.....	6	3	.....	2	45	52	52	31	27	7
119	8	29	4	.....	.....	1	1	1	36	44	44	44	28	8
120	3	15	1	.....	5	5	3	2	25	34	34	34	34	9
121	2	32	2	.....	12	9	.....	.....	48	57	57	57	27	9
122	9	22	3	.....	1	3	10	1	35	49	49	49	31	14
123	10	25	1	.....	5	.....	17	.....	58	58	58	58	58	7
124	4	33	10	.....	3	1	8	.....	43	59	59	59	35	16
125	2	44	.....	.....	4	.....	1	.....	44	51	51	51	32	7
126	..	14	2	.....	.....	3	13	.....	27	32	32	32	32	5
127	3	.....	.....	.....	6	4	5	.....	18	18	18	18	18	.....
128	6	30	8	2	6	8	1	.....	49	61	61	61	29	12
129	2	31	1	.....	5	1	.....	.....	31	40	40	40	25	9
130	.....	.....	2	.....	.....	.....	8	.....	10	10	10	10	10	.....
131	..	6	.....	.....	.....	2	35	.....	34	43	43	43	43	9
132	9	16	2	.....	5	3	1	2	24	38	38	38	21	14
133	..	12	.....	.....	.....	1	2	2	17	17	17	17	10	.....
134	6	11	3	1	4	1	.....	.....	20	26	26	26	18	6
135	9	22	.....	.....	.....	2	1	1	25	35	35	35	35	10
136	2	14	1	.....	.....	1	.....	.....	18	18	18	18	5	.....
137	3	28	1	.....	2	2	.....	.....	29	36	36	36	22	7
1	605	2,629	238	16	604	428	485	121	3,989	5,110	5,104	4,833	3,485	1,111
2	614	2,605	242	16	585	379	448	117	3,909	4,979	4,973	4,783	3,394	1,121
3	.....	24	.....	.....	19	49	37	4	80	131	131	50	91	.....
4	9	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10
5	11.80	51.28	4.64	.31	11.78	8.34	9.46	2.36	77.81	99.68	99.57	94.28	67.98	21.67



**CONTINUATION**

**III. TABLE J—ATTENDANCE, PUPILS IN THE SCHOOLS**

Continuation Schools—Con.	Number of Pupils in the Various Subjects—Concluded							
	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	French	German	Latin
102 Ripley.....	49	49	49	68	45	63	.....	68
103 Rodney.....	47	47	47	61	36	43	.....	41
104 Russell.....	33	14	33	35	22	36	.....	35
105 St. George.....	34	34	34	44	21	42	.....	42
106 Schomberg.....	15	15	15	15	11	13	.....	13
107 Scotland.....	28	28	28	32	17	24	.....	27
108 Southampton.....	41	41	41	49	23	49	.....	49
109 South Mountain.....	40	40	40	48	29	48	.....	48
110 South Porcupine.....	7	7	7	7	1	7	.....	7
111 Spencerville.....	21	21	21	26	14	24	.....	24
112 Springfield.....	22	22	22	32	19	29	.....	30
113 Stayner.....	42	42	42	57	25	22	.....	32
114 Stella.....	17	17	17	20	14	13	.....	13
115 Stouffville.....	34	34	34	39	23	36	.....	36
116 Sturgeon Falls.....	23	23	23	22	22	.....	.....	.....
117 Sutton.....	31	31	31	46	46	39	.....	37
118 Tamworth.....	45	45	45	52	27	35	.....	33
119 Tara.....	36	36	37	44	28	42	.....	41
120 Tavistock.....	25	25	25	34	17	20	11	27
121 Teeswater.....	48	48	48	57	27	50	.....	51
122 Thamesville.....	35	35	35	49	31	48	.....	49
123 Thessalon.....	51	51	51	58	31	55	.....	58
124 Thornbury.....	43	43	43	59	35	44	.....	45
125 Thorndale.....	44	44	44	51	32	39	.....	37
126 Tilbury.....	27	27	27	32	20	31	.....	28
127 Timmins.....	18	18	18	18	5	18	.....	18
128 Tottenham.....	49	49	49	61	29	61	.....	61
129 Warkworth.....	31	31	31	40	25	34	.....	33
130 Webbwood.....	10	10	10	10	4	10	.....	10
131 Westboro'.....	34	34	34	43	24	43	.....	34
132 West Lorne.....	24	24	24	38	21	38	.....	38
133 Westmeath.....	17	17	17	17	10	17	.....	14
134 Westport.....	20	20	20	26	18	25	.....	24
135 Westport (R.C.S.S.)...	25	25	25	35	35	34	.....	35
136 Winona.....	18	18	18	18	5	14	.....	14
137 Wroxeter.....	29	29	29	36	22	28	.....	31
1 Totals, 1919-20.....	4,001	3,929	3,986	5,095	2,973	4,263	24	4,358
2 Totals, 1918-19.....	3,883	3,841	3,841	4,951	2,965	4,074	48	4,170
3 Increases.....	118	88	145	144	8	189	.....	188
4 Decreases.....	.....	.....	.....	.....	.....	.....	24	.....
5 Percentages.....	78.05	76.64	77.76	99.39	57.99	83.16	.46	85.01

## SCHOOLS—Concluded

## AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

## Number of Pupils in the Various Subjects—Concluded

	Zoology	Botany	Chemistry	Physics	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Agriculture
102	49	49	45	68	49	.....	.....	.....	49	68	.....
103	47	47	36	36	47	.....	.....	.....	47	62	.....
104	33	33	22	23	14	.....	.....	.....	33	38	.....
105	33	33	21	43	34	.....	.....	.....	33	44	.....
106	14	14	11	15	15	.....	.....	.....	13	15	.....
107	28	28	17	28	28	.....	.....	.....	28	32	.....
108	41	41	23	49	41	.....	.....	.....	41	49	.....
109	40	40	29	29	40	.....	.....	.....	40	48	.....
110	5	5	2	7	7	.....	.....	.....	7	7	.....
111	21	21	9	26	21	.....	.....	.....	21	26	.....
112	22	22	19	32	22	.....	.....	.....	22	32	.....
113	42	42	25	25	42	.....	.....	.....	42	60	.....
114	17	17	14	20	17	.....	.....	.....	17	20	.....
115	34	34	23	23	34	.....	.....	.....	34	39	.....
116	23	23	12	23	23	.....	.....	.....	23	23	.....
117	31	31	31	46	31	.....	.....	.....	30	46	.....
118	45	45	27	52	45	.....	.....	.....	45	51	.....
119	36	36	28	44	36	.....	.....	.....	36	44	.....
120	25	25	17	34	25	.....	.....	.....	25	33	.....
121	48	48	27	57	48	.....	.....	.....	48	57	.....
122	35	35	31	49	35	.....	.....	.....	35	49	.....
123	51	51	31	58	51	.....	.....	.....	51	58	.....
124	43	43	35	59	24	.....	.....	.....	43	59	.....
125	44	44	32	32	44	.....	.....	.....	44	51	.....
126	27	27	20	32	27	.....	.....	.....	27	32	.....
127	18	18	5	18	18	.....	.....	.....	18	18	.....
128	49	49	29	29	49	49	.....	.....	49	61	.....
129	31	31	25	40	31	.....	.....	.....	31	40	.....
130	10	10	.....	10	10	.....	.....	.....	10	10	.....
131	34	34	43	43	34	.....	.....	.....	34	43	.....
132	24	24	21	38	24	.....	.....	.....	24	38	.....
133	17	17	10	17	17	.....	.....	.....	17	17	.....
134	20	20	18	26	20	.....	.....	.....	20	26	.....
135	25	25	22	35	25	.....	.....	.....	25	35	.....
136	18	18	5	18	18	.....	.....	.....	18	18	.....
137	29	29	22	36	29	.....	.....	.....	29	36	.....
1	3,912	3,912	2,716	4,619	3,799	62	13	13	3,884	5,023	169
2	3,821	3,865	2,785	4,581	3,699	66	.....	.....	3,813	4,854	166
3	91	47	.....	38	100	.....	13	13	71	169	3
4	.....	.....	69	.....	.....	4	.....	.....	.....	.....	.....
5	76.31	76.31	52.98	90.10	74.11	1.20	.25	.25	75.77	97.99	3.29

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

Collegiate Institutes	Re-			
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees
	\$ c.	\$ c.	\$ c.	\$ c.
1 Barrie .....	1,168 90	5,318 32	10,060 36	2,259 00
2 Brantford .....	1,540 25	6,969 96	25,945 50	2,311 00
3 Brockville .....	1,414 80	3,713 10	13,500 00	766 00
4 Chatham .....	1,830 50	4,545 47	21,611 23	1,338 33
5 Clinton .....	978 24	4,568 21	2,000 00	1,175 00
6 Cobourg .....	1,822 75	4,837 86	12,400 00	.....
7 Collingwood .....	1,706 70	4,129 72	12,167 14	480 00
8 Fort William .....	2,513 17	.....	24,810 90	.....
9 Galt .....	1,584 00	12,029 12	13,100 00	3,792 00
10 Goderich .....	1,024 68	3,939 17	6,000 00	1,365 05
11 Guelph .....	1,261 10	.....	18,988 19	3,250 23
12 Hamilton .....	2,292 17	.....	79,744 00	11,154 74
13 Ingersoll .....	1,505 81	2,996 00	10,714 98	808 50
14 Kingston .....	1,535 00	.....	23,466 00	8,873 64
15 Kitchener-Waterloo.....	1,651 55	3,592 59	18,111 49	3,545 30
16 Lindsay .....	1,268 50	8,665 76	9,501 55	2,758 25
17 London .....	1,589 22	.....	63,986 96	6,645 00
18 Morrisburg .....	956 60	4,110 30	3,912 95	.....
19 Napanee .....	1,052 09	5,107 37	6,257 63	.....
20 Niagara Falls .....	1,438 75	2,582 84	20,243 00	.....
21 North Bay .....	2,666 00	.....	21,510 25	.....
22 Orillia .....	1,306 06	3,520 18	7,000 00	2,844 00
23 Ottawa .....	1,649 33	.....	107,113 41	20,202 70
24 Owen Sound .....	2,273 50	6,385 40	16,405 00	2,487 00
25 Perth .....	1,123 10	4,465 70	6,176 61	991 01
26 Peterborough .....	1,072 00	.....	29,500 00	2,666 50
27 Picton .....	1,353 05	7,894 72	6,000 00	.....
28 Port Arthur .....	3,397 41	.....	20,000 00	.....
29 Renfrew .....	1,819 52	9,129 30	8,000 00	22 50
30 St. Catharines .....	1,112 00	4,272 12	17,011 92	1,902 00
31 St. Mary's .....	1,099 60	2,314 56	6,700 00	1,730 00
32 St. Thomas .....	1,728 71	3,693 35	28,000 00	856 00
33 Sarnia .....	1,161 90	2,762 88	20,545 44	.....
34 Seaforth .....	1,035 93	4,913 00	3,155 61	1,433 20
35 Smith's Falls .....	1,875 70	1,902 37	13,602 40	526 00
36 Stratford .....	2,476 23	3,051 20	28,934 21	4,030 25
37 Strathroy .....	1,043 75	3,683 02	4,800 00	1,368 00
38 Toronto, Harbord .....	1,546 66	.....	40,000 45	6,377 00
39 Toronto, HumberSide .....	1,137 50	.....	45,563 04	4,705 50
40 Toronto, Jarvis .....	1,518 00	.....	45,342 02	4,596 47
41 Toronto, Malvern .....	1,104 50	.....	25,766 41	2,434 48
42 Toronto, Oakwood .....	1,695 50	.....	56,877 74	6,497 00
43 Toronto, Parkdale .....	1,097 50	.....	39,688 70	4,582 00
44 Toronto, Riverdale .....	1,855 00	.....	44,416 34	3,419 00
45 Vankleek Hill .....	1,071 15	7,213 03	3,200 00	74 00
46 Windsor .....	1,304 50	.....	27,489 34	13,402 75
47 Woodstock .....	1,825 70	5,636 74	15,200 00	2,481 45
Totals .....	72,484 58	147,943 36	1,084,520 77	140,150 85



# AND HIGH SCHOOLS

## STATEMENT

Receipts			Expenditure		
Debentures	Balances, and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accom- modations
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	2,674 54	21,481 12	12,791 82	1,916 27	158 73
2	1,703 34	38,470 05	29,661 03	250 00	1,957 42
3	3,957 85	23,351 75	14,825 62	.....	3,434 87
4	2,063 90	31,389 43	19,913 71	.....	.....
5	1,909 18	10,630 63	8,380 00	.....	486 98
6	4,672 03	23,732 64	12,900 00	1,045 82	1,044 04
7	337 47	18,821 03	13,266 50	.....	141 68
8	120,775 26	148,184 63	20,649 47	115,527 94	180 44
9	2,349 42	32,854 54	21,991 20	314 80	1,525 67
10	2,909 61	15,238 51	10,299 00	581 50	454 45
11	265 40	23,764 92	19,380 00	30 25	.....
12	90 76	93,281 67	59,905 07	6,612 36	2,040 40
13	1,776 74	17,802 03	10,971 30	971 90	546 54
14	2,274 88	36,149 52	29,340 00	962 32	717 08
15	5,257 09	32,158 02	19,570 89	21 10	411 86
16	1,828 67	24,022 73	18,301 70	686 00	742 23
17	24,594 60	96,815 78	58,616 50	3,826 53	2,788 08
18	2,816 42	11,796 27	7,331 08	.....	41 25
19	6,051 24	18,468 33	9,680 00	487 50	143 06
20	37,882 79	62,147 38	19,477 45	34,002 49	705 61
21	2,544 28	26,720 53	13,952 86	282 26	230 73
22	4,257 28	18,927 52	13,487 29	1,298 28	.....
23	40,000 00	171,090 02	80,531 00	44,297 45	2,653 96
24	4,023 87	31,574 77	20,652 00	100 38	1,024 92
25	3,156 13	15,912 55	8,717 50	478 43	467 50
26	1,266 48	34,504 98	25,955 00	.....	1,389 40
27	7,621 39	22,869 16	11,346 01	43 95	39 13
28	2,888 34	26,285 75	15,515 68	228 02	370 47
29	636 25	19,607 57	13,927 97	212 53	669 22
30	2,243 15	26,541 19	19,910 00	101 18	664 93
31	557 45	12,401 61	9,500 57	232 42	186 49
32	508 92	34,786 98	25,632 24	827 00	1,256 94
33	1,255 42	29,518 78	18,971 39	889 80	199 11
34	4,271 78	14,809 52	9,148 00	.....	233 64
35	506 76	18,413 23	12,668 20	.....	838 31
36	996 14	39,488 03	27,885 48	.....	1,134 94
37	636 21	11,530 98	8,600 00	180 88	.....
38	158,604 19	206,528 30	47,711 80	1,816 04	3,884 19
39	11,668 97	63,075 01	41,305 50	74 05	2,923 73
40	185 79	51,642 28	37,806 00	6 36	4,591 62
41	2,161 70	31,467 09	23,010 00	54 75	805 31
42	13,054 50	78,124 74	46,607 81	5,805 75	1,878 48
43	37,290 00	82,658 20	38,448 00	8,380 34	1,334 72
44	2,334 65	52,024 99	36,537 50	48 84	2,113 92
45	4,532 19	16,090 37	8,040 00	.....	180 67
46	5,750 52	60,203 64	34,904 69	3,288 02	2,045 42
47	4,460 96	29,604 85	17,967 72	939 02	1,470 51
167,781 20	394,082 86	2,006,963 62	1,085,992 55	236,827 53	50,108 65

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

Collegiate Institutes—Continued	Expenditure—		
	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	\$ c.	\$ c.	\$ c.
1 Barrie .....	514 72		3,801 82
2 Brantford .....	710 54	129 95	5,761 11
3 Brockville .....		31 70	3,955 44
4 Chatham .....	763 11	8 15	9,279 56
5 Clinton .....	412 77		1,350 88
6 Cobourg .....		206 77	3,018 90
7 Collingwood .....	15 19	46 79	5,313 29
8 Fort William .....	211 41	1,585 26	6,368 05
9 Galt .....	277 79	25 80	7,203 99
10 Goderich .....	115 19		2,466 02
11 Guelph .....	218 54		4,136 13
12 Hamilton .....	608 33	174 43	11,939 46
13 Ingersoll .....	27 95	81 05	3,403 44
14 Kingston .....	772 31		4,357 81
15 Kitchener-Waterloo .....	623 50	409 42	9,057 09
16 Lindsay .....	286 33		3,704 47
17 London .....	971 08	107 06	30,506 53
18 Morrisburg .....			1,770 45
19 Napanee .....	40 08		2,549 66
20 Niagara Falls .....	526 33	20 60	5,786 90
21 North Bay .....	205 24		8,132 47
22 Orillia .....			3,977 95
23 Ottawa .....	561 97		26,903 13
24 Owen Sound .....	531 17	102 24	3,107 36
25 Perth .....			2,842 94
26 Peterborough .....	762 87	32 27	5,046 06
27 Picton .....	389 44	11 87	3,194 48
28 Port Arthur .....	676 87	720 35	7,897 87
29 Renfrew .....		254 50	3,481 80
30 St. Catharines .....	578 18		4,155 38
31 St. Mary's .....	56 13		1,913 88
32 St. Thomas .....	678 50	116 25	5,943 96
33 Sarnia .....	164 59		6,192 01
34 Seaforth .....			3,304 24
35 Smith's Falls .....			3,845 62
36 Stratford .....	740 56	100 00	8,082 82
37 Strathroy .....	333 08		1,975 75
38 Toronto, Harbord .....	104 01	7 90	9,376 56
39 Toronto, Humberside .....	90 83	30 98	18,649 92
40 Toronto, Jarvis .....	64 19	11 86	9,162 25
41 Toronto, Malvern .....	210 78	22 76	7,363 49
42 Toronto, Oakwood .....	140 74	4,148 76	19,543 20
43 Toronto, Parkdale .....	9 35	2 50	5,573 63
44 Toronto, Riverdale .....	68 49	4,441 65	6,479 94
45 Vankleek Hill .....	266 12	116 45	1,405 28
46 Windsor .....			19,965 51
47 Woodstock .....		65 09	9,162 51
Totals .....	13,728 28	13,012 41	332,411 01

## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Continued

Total Expenditure		Charges per year for Tuition
	\$ c.	
1	19,183 36	\$10.
2	38,470 05	Res. free ; Co. \$10; others \$30.
3	22,247 63	\$5.
4	29,964 53	Res. free ; non-res. \$10.
5	10,630 63	Lower school \$6; others \$10.
6	18,215 53	Free.
7	18,783 45	Res. free ; non-res. \$10.
8	144,522 57	Free.
9	31,339 25	Co. \$10; res. and other Cos. \$14.
10	13,916 16	F. I \$6 ; II \$8; others \$10.
11	23,764 92	Res. free ; non-res. \$10.
12	81,280 05	Res. 1st yr. \$2.50, other years \$10 ; non-res. \$55.
13	16,002 18	Res. F. I free; all others \$7.50.
14	36,149 52	Res. I free, other Fs. \$15; Co. \$5; others, \$30.
15	30,093 86	Res. \$10; non-res. \$15.
16	23,720 73	Res. \$7.50 to \$10; non-res. \$7.50 to \$20.
17	96,815 78	Res. 1 year free, other yrs. and Co. \$10; others \$30.
18	9,142 78	Free.
19	12,900 30	Free.
20	60,519 38	Free.
21	22,803 56	Free.
22	18,763 52	\$10.
23	154,947 51	Res. I & II \$10; III \$20; IV & V \$25; non-res. I, II & III \$45; IV & V \$50.
24	25,518 07	Res. I free, II \$8; others \$12; non-res. \$10.
25	12,506 37	Co. \$10; others \$40.
26	33,185 60	Res. I free, II \$5, III & IV \$8, V \$10; non-res. \$25.
27	15,029 88	Free.
28	25,409 26	Free.
29	18,546 02	Res. free ; Co. free ; others \$25.
30	25,409 67	\$5.
31	11,889 49	Res. 1st year, \$5; all others \$10.
32	34,454 89	Res. free ; non-res. \$10.
33	26,416 90	Free.
34	12,685 88	F. I \$6; II \$8; others, \$10.
35	17,352 13	Res. free ; non-res. \$10.
36	37,943 80	Res. 1st yr. free; all others \$10.
37	11,089 71	Res. 1st yr. free; all others \$10.
38	62,900 50	
39	63,075 01	
40	51,642 28	
41	31,467 09	Res. I free, II \$9, III \$15, IV \$21, V \$27; non-res. cost per pupil.
42	78,124 74	
43	53,748 54	
44	49,690 34	
45	10,008 52	Free to Province; others \$20.
46	60,203 64	Res. and Co. free.
47	29,604 85	Res. 1st yr. free; all others \$7.50.
1,732,080 43		18 free; 29 not free.



## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools	Re-			
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees
	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria .....	747 43	741 02	6,172 00	.....
2 Alliston .....	560 41	1,620 21	2,000 00	588 50
3 Almonte .....	602 41	1,720 05	3,211 38	630 75
4 Amherstburg .....	527 00	1,386 96	2,600 00	75 00
5 Arnprior .....	826 15	2,504 36	5,599 47	25 00
6 Arthur .....	712 32	2,668 92	1,650 00	722 50
7 Athens .....	834 96	3,951 89	2,800 00	319 50
8 Aurora .....	738 47	3,033 84	3,500 00	955 00
9 Avonmore .....	571 99	644 56	3,750 00	.....
10 Aylmer .....	773 02	3,785 47	1,950 00	841 00
11 Beamsville .....	628 57	5,006 74	4,151 29	.....
12 Belleville .....	2,430 81	3,924 12	22,899 48	.....
13 Bowmanville .....	743 59	2,458 57	4,350 00	316 05
14 Bracebridge .....	1,184 94	.....	3,850 00	387 30
15 Bradford .....	588 82	1,635 04	1,100 00	366 50
16 Brampton .....	1,139 79	3,758 76	6,500 00	1,617 40
17 Brighton .....	539 64	539 64	3,200 00	.....
18 Burlington .....	543 90	543 90	1,201 51	363 00
19 Caledonia .....	612 38	2,824 99	500 00	571 06
20 Campbellford .....	713 96	3,373 19	5,280 00	.....
21 Carleton Place .....	619 61	1,770 59	4,532 00	452 00
22 Cayuga .....	652 55	3,233 69	2,000 00	.....
23 Chatsworth .....	437 43	437 43	2,532 03	201 25
24 Chesley .....	607 94	2,019 84	2,000 00	1,429 25
25 Chesterville .....	540 22	2,042 46	2,200 00	.....
26 Colborne .....	508 77	1,670 98	1,800 00	.....
27 Cornwall .....	1,197 50	7,260 19	8,000 00	.....
28 Deseronto .....	672 68	907 48	3,800 00	.....
29 Dundalk .....	515 81	1,654 98	1,800 00	492 00
30 Dundas .....	800 06	2,347 32	5,577 00	822 00
31 Dunnville .....	943 27	3,336 16	4,200 00	.....
32 Durham .....	612 85	1,949 60	1,592 00	818 45
33 Dutton .....	588 28	3,249 11	750 00	812 00
34 Elora .....	409 90	1,285 59	2,650 00	354 00
35 Essex .....	1,040 61	4,457 00	4,300 00	.....
36 Exeter .....	528 40	1,066 80	3,000 00	432 50
37 Fergus .....	580 80	2,373 97	2,450 00	586 00
38 Flesherton .....	582 89	582 82	3,450 00	282 00
39 Forest .....	633 62	2,667 70	2,000 00	.....
40 Fort Frances .....	1,041 80	.....	7,200 00	.....
41 Gananoque .....	805 51	2,050 45	6,377 37	163 00
42 Georgetown .....	801 27	3,304 31	3,363 81	1,114 65
43 Glencoe .....	521 20	2,217 09	.....	576 00
44 Gravenhurst .....	1,179 28	.....	3,545 00	264 95
45 Grimsby .....	601 34	3,188 75	1,784 19	.....
46 Hagersville .....	610 21	2,881 36	2,000 00	.....
47 Haileybury .....	1,498 70	.....	2,500 00	2,427 65
48 Harriston .....	745 65	1,988 59	2,197 25	730 00
49 Hawkesbury .....	597 28	1,692 01	3,487 22	.....
50 Iroquois .....	623 14	3,343 23	1,775 00	.....
51 Kemptville .....	709 68	3,286 39	2,750 00	405 00
52 Kenora .....	1,678 76	.....	10,911 99	.....

## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Receipts			Expenditure		
Debitures	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	997 08	8,657 53	5,660 00	10 09	
2	885 92	5,655 04	3,630 00		
3	1,800 32	7,964 91	5,130 00		
4	809 64	5,398 60	3,530 50	600 00	24 05
5	2,839 09	11,794 07	7,419 09	177 42	441 43
6	1,282 25	7,035 99	4,895 15		38 44
7	3,634 87	11,541 22	6,440 00		147 18
8	740 01	8,967 32	5,860 00		204 18
9	1,505 88	6,472 43	3,420 00		75 90
10	688 92	8,038 41	5,900 00		95 95
11	1,152 67	10,939 27	4,537 50	250 00	16 47
12	802 24	30,056 65	24,231 47		247 56
13	493 34	8,361 55	5,616 52		381 05
14	31 55	5,453 79	4,828 00	215 51	
15	311 26	4,001 62	3,290 00		219 27
16	75 78	13,091 73	9,480 00	649 00	
17	802 91	5,082 19	3,640 00		41 19
18		2,652 31	2,188 71	15 52	25 60
19	1,785 24	6,293 67	4,840 00		182 30
20	1,023 71	10,390 86	7,227 00		245 55
21	88 52	7,462 72	5,152 92	7 00	66 02
22	802 18	6,688 42	4,890 00		37 12
23	582 64	4,190 78	2,570 00		13 73
24	521 51	6,578 54	4,810 00	1,120 00	107 84
25	785 34	5,568 02	3,555 20	452 90	473 10
26	3,398 03	7,377 78	2,593 66	95 00	89 35
27	4,716 35	21,174 04	13,720 00		224 17
28	213 01	5,593 17	3,633 33		196 63
29	228 14	4,690 93	3,328 48		241 51
30	910 82	10,537 20	7,731 48	581 37	39 91
31	2,804 29	11,283 72	6,809 87	118 88	97 92
32	1,265 77	6,238 67	3,981 11	81 40	2 00
33	2,257 31	7,656 70	4,980 00		119 00
34	59 51	4,759 00	3,020 00		508 38
35	2,037 72	11,835 33	7,020 91		388 18
36	202 83	5,230 53	3,539 64	258 18	
37	1,482 27	7,473 04	4,659 00		410 33
38	969 25	5,866 96	3,370 00		90 37
39	660 96	5,962 28	3,900 00	202 00	
40	867 03	9,108 83	4,770 00	1,300 00	
41	1,042 82	10,439 15	5,360 00	2,494 20	306 84
42	119 68	8,703 72	6,734 75	181 23	161 72
43	1,206 59	4,520 88	3,165 00		84 45
44	116 89	5,106 12	3,328 75		532 14
45	1,513 90	7,088 18	3,800 00		21 14
46	456 79	5,948 36	4,046 00		75 47
47	8,368 61	14,794 96	5,782 05		332 70
48	2,096 36	7,757 85	4,960 00		1,108 65
49	14 44	5,790 95	3,698 09	39 83	
50	3,263 26	9,004 63	4,700 00		
51	1,210 96	8,362 03	5,890 00		131 95
52	241 29	12,832 04	8,246 13	256 00	

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Continued	Expenditure—		
	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	\$ c.	\$ c.	\$ c.
1 Alexandria .....			1,732 21
2 Alliston .....			1,596 45
3 Almonte .....			1,867 79
4 Amherstburg .....	122 57		695 03
5 Arnprior .....	65 02		1,817 91
6 Arthur .....	30 38	57 70	1,818 21
7 Athens .....		65 28	1,549 01
8 Aurora .....	283 50		1,305 66
9 Avonmore .....	180 94		1,645 08
10 Aylmer .....	103 80		1,423 65
11 Beamsville .....	300 00	1,694 78	3,252 42
12 Belleville .....	367 54	190 64	5,019 44
13 Bowmanville .....	72 75		2,152 96
14 Bracebridge .....	113 36		193 53
15 Bradford .....			483 55
16 Brampton .....	268 92		2,565 31
17 Burlington .....	84 71		1,206 10
18 Brighton .....	108 13		314 35
19 Caledonia .....	153 59		1,117 78
20 Campbellford .....	166 82		1,536 26
21 Carleton Place .....	7 80		1,121 19
22 Cayuga .....	39 96		1,216 29
23 Chatsworth .....	43 84		947 63
24 Chesley .....	116 55		269 68
25 Chesterville .....		7 60	1,074 82
26 Colborne .....			1,183 18
27 Cornwall .....			3,509 95
28 Deseronto .....	283 06		1,478 90
29 Dundalk .....	74 44		746 71
30 Dundas .....			2,125 81
31 Dunnville .....	221 11		1,491 65
32 Durham .....	207 60		1,378 27
33 Dutton .....			928 79
34 Elora .....	193 61		1,001 28
35 Essex .....		81 18	957 76
36 Exeter .....	20 75		1,170 86
37 Fergus .....	35 00		916 74
38 Flesherton .....	18 32		1,234 94
39 Forest .....	88 80		800 20
40 Fort Frances .....	1,188 57		1,850 26
41 Gananoque .....	278 86		1,999 25
42 Georgetown .....	142 18		1,483 84
43 Glencoe .....			936 17
44 Gravenhurst .....	20 40		1,215 41
45 Grimsby .....			3,267 04
46 Hagersville .....	48 50		1,185 83
47 Haileybury .....			2,090 05
48 Harriston .....	177 29		1,438 33
49 Hawkesbury .....	276 39		1,776 64
50 Iroquois .....	23 40		2,275 65
51 Kemptville .....	68 75		864 52
52 Kenora .....	616 26		3,713 65



## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Continued		Charges per year for Tuition
Total Expenditure		
\$	c.	
1	7,402 30	Res. free; non-res. \$20.
2	5,226 45	Res. \$5; non-res. \$10.
3	6,997 79	Res. \$2.50; non-res. \$12.50.
4	4,972 15	Res. free; non-res. \$10.
5	9,920 87	Res. free; non-res. \$25.
6	6,839 88	\$10.
7	8,201 47	Res. free; Co. \$5; others \$30.
8	7,653 34	\$10.
9	5,321 92	Free.
10	7,523 40	Res. 1st yr. \$5; all others \$10.
11	10,051 17	Free.
12	30,056 65	Res. free; non-res. \$25.
13	8,223 28	Res. F. I free, II \$6; other Fs. \$7.50; non-res. free.
14	5,350 40	Res. free; non-res. I \$10, II \$12.50, III \$15.
15	3,992 82	F. I free; II \$10; others \$10.50.
16	12,963 23	\$10.
17	4,972 00	Free.
18	2,652 31	\$10.
19	6,293 67	Res. free; non-res. \$15.
20	9,175 63	Free.
21	6,354 93	Res. free; non-res. \$10.
22	6,183 37	Free.
23	3,575 20	Res. 1st yr. free; all others \$10.
24	6,424 07	F. I \$10, II \$15, III \$20, IV \$30.
25	5,563 62	Free.
26	3,961 19	Free.
27	17,454 12	Free.
28	5,591 92	Free.
29	4,391 14	\$10.
30	10,478 57	Res. 1st yr. free; all others \$10.
31	8,739 43	Free.
32	5,650 38	Res. \$7.50; non-res. \$10.
33	6,027 79	\$10.
34	4,723 27	Res. \$5; non-res. \$10.
35	8,448 03	Free.
36	4,989 43	Res. 1st yr. free; all others \$10.
37	6,021 07	Res. free; non-res. \$10.
38	4,713 63	Res. F. I free, II \$5, III \$7.50; non-res. \$10.
39	4,991 00	Free.
40	9,108 83	Free.
41	10,439 15	Res. free; non-res. \$5.
42	8,703 72	\$10.
43	4,185 62	\$10.
44	5,096 70	F. I \$5; others \$10.
45	7,088 18	Free.
46	5,355 80	Free.
47	8,204 80	Res. free; non-res. \$50.
48	7,684 27	Res. F. I free; all others \$10.
49	5,790 95	Free.
50	6,999 05	Free.
51	6,955 22	Res. free; Co. & adjoining Cos. \$5; others \$25.
52	12,832 04	Free.

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Continued	Re-			
	Legislative Grants	Municipal Grants (county)	Municipal Grants (local)	School Fees
	\$ c.	\$ c.	\$ c.	\$ c.
53 Kincardine .....	944 57	4,170 72	2,705 02	1,266 00
54 Leamington .....	976 79	3,821 62	6,000 00	.....
55 Listowel .....	938 35	6,593 30	2,550 00	1,431 50
56 Lucan .....	646 96	2,633 30	1,500 00	650 00
57 Madoc .....	633 88	3,971 79	2,000 00	.....
58 Markdale .....	430 78	430 78	1,833 28	431 00
59 Markham .....	620 50	3,661 78	1,000 00	939 00
60 Meaford .....	1,076 09	3,201 94	5,000 00	842 00
61 Midland .....	722 36	1,562 53	7,446 00	753 31
62 Milton .....	537 75	537 75	1,539 52	1,003 00
63 Mitchell .....	693 18	1,311 11	3,500 00	714 25
64 Morewood .....	482 44	498 29	3,806 34	.....
65 Mount Forest .....	662 93	1,802 68	2,500 00	741 25
66 Newburgh .....	507 48	3,282 65	500 00	.....
67 Newcastle .....	433 12	974 78	1,259 58	.....
68*Newmarket .....	1,732 75	4,099 58	2,500 00	1,715 80
69 Niagara .....	436 15	800 00	1,425 00	.....
70 Niagara Falls South .....	1,157 77	1,986 35	11,740 79	.....
71 Norwood .....	536 77	1,946 22	2,197 32	386 00
72 Oakville .....	2,258 69	2,750 00	3,987 73	622 03
73 Omemee .....	431 82	942 82	1,305 75	162 00
74 Orangeville .....	923 15	3,204 85	5,500 00	1,219 50
75 Oshawa .....	1,100 38	1,369 32	10,487 52	125 65
76 Paris .....	748 02	2,448 28	4,200 00	122 82
77 Parkhill .....	574 91	2,213 14	2,000 00	950 75
78 Parry Sound .....	1,309 84	.....	4,900 00	58 00
79 Pembroke .....	1,128 07	2,844 39	12,164 41	.....
80 Penetanguishene .....	712 55	712 55	4,523 65	.....
81 Petrolia .....	625 83	.....	4,000 00	.....
82 Plantagenet .....	485 85	988 99	3,400 00	.....
83 Port Dover .....	463 73	939 77	1,827 08	.....
84 Port Elgin .....	510 15	1,618 69	1,700 00	449 62
85 Port Hope .....	945 71	4,367 14	5,985 55	784 50
86 Port Perry .....	1,612 10	3,941 33	2,797 80	400 15
87 Port Rowan .....	424 44	1,502 62	681 79	.....
88 Prescott .....	720 60	1,072 72	5,386 55	124 50
89 Richmond Hill .....	550 43	2,008 62	1,000 00	698 00
90 Ridgetown .....	741 78	2,935 55	2,800 00	838 00
91 Rockland .....	510 30	2,357 65	1,193 27	.....
92 Sault Ste. Marie .....	2,737 31	.....	15,435 45	2,611 00
93 Shelburne .....	533 54	1,703 54	2,219 58	458 50
94 Simcoe .....	829 09	4,497 29	4,041 08	.....
95 Smithville .....	538 41	2,454 93	1,650 00	.....
96 Stirling .....	602 38	2,688 49	1,400 88	.....
97 Streetsville .....	510 88	1,725 00	1,050 00	324 00
98 Sudbury .....	2,152 50	.....	13,298 26	371 00
99 Sydenham .....	716 78	5,900 00	.....	582 00
100 Thorold .....	546 82	1,547 98	4,800 00	.....
101 Tillsonburg .....	807 13	2,180 04	4,000 00	866 50
102 Toronto, Commerce .....	3,077 10	.....	81,805 00	5,596 38
103 Toronto, North .....	1,110 55	.....	20,880 30	1,995 00
104 Trenton .....	739 56	2,461 51	6,750 00	.....

\*Legislative grant for 1919; other items are for 1918; no report received for 1919.

## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Receipts			Expenditure		
Debitures	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
53	1,862 74	10,949 05	7,494 00		136 00
54	2,205 04	13,003 45	8,055 60		383 79
55	149 86	11,663 01	7,287 05	988 65	362 84
56	91 98	5,522 24	4,057 43		240 31
57	1,315 13	7,920 80	5,260 00	407 95	63 05
58	1,952 53	5,078 37	2,430 00	100 00	64 69
59	922 45	7,143 73	5,158 00		191 15
60	648 47	10,768 50	8,071 09		
61	708 10	11,192 30	6,540 00		373 63
62	86 98	3,705 00	3,470 00		
63	86 92	6,305 46	4,695 00		188 66
64	3,681 96	8,469 03	2,840 00	383 36	
65	116 11	5,822 97	4,134 42		65 05
66	2,406 54	6,696 67	3,310 00		44 50
67	100 45	2,767 93	2,289 00		59 83
68	5,092 24	15,140 37	8,561 47	286 42	98 90
69	391 67	3,052 82	2,514 63		27 35
70	9,155 07	24,039 98	7,706 99	1,977 53	622 92
71	1,038 53	6,104 84	3,640 00		271 64
72	2,217 00	11,835 45	5,740 00		371 64
73	124 83	2,967 22	2,122 70		257 46
74	780 04	11,627 54	7,197 15		29 45
75	2,943 26	16,026 13	10,350 00	59 50	204 54
76	1,289 54	8,808 66	5,760 00	40 64	76 17
77	224 61	5,963 41	4,403 50		219 14
78		6,267 84	4,222 00		38 64
79	783 93	16,920 80	11,754 07	191 00	381 99
80	194 63	6,143 38	4,450 00		116 15
81	2,099 37	6,725 20	5,300 00		158 55
82	3,492 95	8,367 79	3,120 00	250 00	
83	143 82	3,374 40	2,496 40	68 50	
84	609 71	4,888 17	3,558 95		
85	53 00	12,135 90	8,473 50		567 27
86	341 39	9,092 77	6,495 00	394 92	154 99
87	13 00	2,621 85	2,050 00		153 44
88	182 99	7,487 36	5,342 61	90 13	120 30
89	955 96	5,213 01	3,827 60		189 10
90	652 88	7,968 21	6,170 00	281 80	55 34
91	1,936 80	5,998 02	3,060 00	714 46	92 26
92	1,813 78	22,597 54	16,002 41	346 50	277 96
93	100 32	5,015 48	3,534 33		549 73
94	270 68	9,638 14	7,295 00		557 00
95	4,050 62	8,693 96	3,540 00		42 01
96	118 32	4,810 07	3,400 00	1,174 18	
97	338 57	3,948 45	3,340 00		
98	6,690 81	22,512 57	9,810 00	1,103 33	2,259 02
99	173 45	7,372 23	5,480 00		72 90
100	243 85	7,138 65	4,023 94	1,378 30	61 66
101	665 65	8,519 32	6,890 00		2 00
102	25,394 96	115,873 44	59,600 10	3,234 50	3,006 86
103	10,880 04	34,865 89	17,777 00	14 20	1,119 50
104	5,891 90	15,842 97	6,970 64		395 33



## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure—		
	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agricultural department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	\$ c.	\$ c.	\$ c.
53 Kincardine .....	927 25	54 10	2,337 70
54 Leamington .....	78 98	20 65	1,695 91
55 Listowel .....	653 42	.....	1,792 41
56 Lucan .....	66 78	.....	1,093 07
57 Madoc .....	212 97	.....	1,166 71
58 Markdale .....	.....	.....	750 22
59 Markham .....	83 99	.....	925 08
60 Meaford .....	177 04	.....	1,478 04
61 Midland .....	.....	.....	1,978 05
62 Milton .....	.....	.....	235 00
63 Mitchell .....	29 27	.....	1,378 81
64 Morewood .....	.....	.....	889 51
65 Mount Forest .....	.....	.....	1,246 11
66 Newburgh .....	70 04	.....	794 64
67 Newcastle .....	.....	.....	419 10
68*Newmarket .....	392 49	.....	4,273 91
69 Niagara .....	74 64	.....	426 49
70 Niagara Falls South .....	549 79	335 95	2,085 87
71 Norwood .....	.....	.....	1,121 02
72 Oakville .....	582 82	394 59	1,640 43
73 Omemee .....	16 06	69 00	571 00
74 Orangeville .....	854 54	.....	1,883 88
75 Oshawa .....	189 77	.....	2,812 86
76 Paris .....	153 10	.....	1,184 75
77 Parkhill .....	10 56	.....	1,181 44
78 Parry Sound .....	.....	.....	1,853 49
79 Pembroke .....	112 94	.....	3,355 42
80 Penetanguishene .....	.....	.....	1,512 36
81 Petrolia .....	.....	.....	1,266 65
82 Plantagenet .....	.....	.....	1,466 72
83 Port Dover .....	141 16	.....	668 34
84 Port Elgin .....	236 56	.....	1,010 55
85 Port Hope .....	135 43	86 84	2,121 06
86 Port Perry .....	.....	901 92	1,145 94
87 Port Rowan .....	48 41	.....	370 00
88 Prescott .....	179 72	.....	1,650 29
89 Richmond Hill .....	188 07	.....	1,008 24
90 Ridgetown .....	67 66	.....	1,290 55
91 Rockland .....	36 36	.....	720 59
92 Sault Ste. Marie .....	.....	.....	5,204 26
93 Shelburne .....	1 00	.....	880 62
94 Simcoe .....	361 19	.....	1,424 95
95 Smithville .....	.....	.....	1,012 12
96 Stirling .....	.....	.....	575 44
97 Streetsville .....	118 96	.....	489 49
98 Sudbury .....	200 00	.....	3,502 04
99 Sydenham .....	.....	.....	300 00
100 Thorold .....	.....	.....	1,090 68
101 Tillsonburg .....	60 68	.....	1,532 81
102 Toronto, Commerce .....	297 77	16 45	32,917 69
103 Toronto, North .....	120 60	13 04	15,821 55
104 Trenton .....	1,106 92	.....	3,159 26

## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Continued		
Total Expendi- ture		Charges per year for Tuition
	\$ c.	
53	10,949 05	Res. \$8; non-res. \$10.
54	10,234 93	Free.
55	11,084 37	Res. F. I \$7; all others \$10.
56	5,457 59	\$10.
57	7,110 68	Free.
58	3,344 91	\$10.
59	6,358 22	\$10.
60	9,726 17	Res. I. \$5; other F's \$8; non-res. \$10.
61	8,891 68	Res. \$5; non-res. \$10.
62	3,705 00	\$10.
63	6,291 74	Res. \$6; non-res. 10.
64	4,112 87	Free.
65	5,445 58	Res. F. I free; all others \$10.
66	4,219 18	Free.
67	2,767 93	Free.
68	13,613 19	\$10.
69	3,043 11	Free.
70	13,279 05	Free.
71	5,032 66	\$6.
72	8,729 48	Res. \$5; non-res. \$8.
73	3,036 22	Res. free; non-res. \$10.
74	9,965 02	\$10.
75	13,616 67	Res. free; non-res. \$25.
76	7,214 66	Res. Brant, Waterloo and Oxford Cos. free; others \$20.
77	5,814 64	Res. L. Sch. \$6; M & U Schs. \$8; non-res. \$10.
78	6,114 13	Res. free; non-res. \$10.
79	15,795 42	Free.
80	6,078 51	Free.
81	6,725 20	Free.
82	4,836 72	Free.
83	3,374 40	Free.
84	4,806 06	\$6.50
85	11,384 10	Res. \$9; non-res. free.
86	9,092 77	Res. F. I, and Durham Co. free; others \$7.
87	2,621 85	Free.
88	7,383 05	Res free; non-res. \$5.
89	5,213 01	\$10.
90	7,865 35	Res. \$6, non-res. \$10.
91	4,623 67	Free.
92	21,831 13	\$10.
93	4,965 68	Res. F. I free; all others \$10.
94	9,638 14	Res. free; non-res. \$10.
95	4,594 13	Free.
96	5,149 62	Free.
97	3,948 45	\$10.
98	16,874 39	Res. free; non-res. \$10.
99	5,852 90	L. and M. Schools \$5; U. School \$12
100	6,554 58	Free.
101	8,485 49	L. & M. Schools \$7.50; U. School \$10.
102	99,073 37	Res. 1st & 2nd yrs. free, 3rd & 4th yrs. \$15.
103	34,865 89	Res. F. I free; II \$9; III \$15; IV \$21; V \$27.
104	11,632 15	Free.

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Continued	Re-			
	Legislative Grants	Municipal Grants (County)	Municipal Grants (local)	School Fees
	\$ c.	\$ c.	\$ c.	\$ c.
105 Tweed .....	599 12	2,931 73	4,247 41	.....
106 Uxbridge .....	694 86	3,231 49	2,800 00	728 50
107 Vienna .....	412 38	737 75	700 00	.....
108 Walkerton.....	783 13	2,071 66	4,200 00	595 00
109 Wallaceburg.....	694 62	2,228 49	4,900 00	242 00
110 Wardsville .....	413 01	1,028 96	1,167 03	220 50
111 Waterdown.....	517 14	917 14	3,200 00	593 75
112 Waterford.....	550 76	2,063 75	1,800 00	.....
113 Watford.....	706 71	303 25	2,400 00	279 00
114 Welland .....	1,003 21	5,239 00	8,000 00	.....
115 Weston .....	827 61	2,839 65	6,000 00	1,310 00
116 Whitby .....	2,227 42	2,701 60	4,000 00	340 25
117 Wiarton .....	678 48	2,439 22	1,500 00	544 19
118 Williamstown .....	730 59	5,087 16	.....	.....
119 Winchester.....	655 50	2,359 82	3,550 00	.....
120 Wingham.....	994 78	4,120 06	3,200 00	877 60
1 Totals, High Schools.....	98,327 91	265,353 23	542,628 93	56,105 06
2 Totals, Collegiate Institutes	72,484 58	147,943 36	1,084,520 77	140,150 85
3 Grand Totals, 1919.....	170,812 49	413,296 59	1,627,149 70	196,255 91
4 Grand Totals, 1918.....	162,816 83	425,253 24	1,570,302 77	166,640 90
5 Increases.....	7,995 66	.....	56,846 93	29,615 01
6 Decreases .....	.....	11,956 65	.....	.....
7 Percentages .....	5.39	13.05	51.39	6.20



## AND HIGH SCHOOLS—Continued

## STATEMENT—Continued

Receipts			Expenditure		
Debitures	Balances and other sources	Total Receipts	Teachers' Salaries	Buildings, Sites and all permanent improvements	Repairs to school accommodation
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
105 .....	782 29	8,560 55	3,640 00	.....	27 34
106 .....	327 55	7,782 40	6,180 00	.....	161 67
107 .....	1,068 98	2,919 11	2,040 68	26 95	.....
108 .....	1,631 43	9,281 22	6,013 34	183 00	80 51
109 .....	1,570 58	9,635 69	5,453 29	659 50	29 31
110 .....	49 24	2,878 74	2,200 00	64 13	12 30
111 .....	41 00	5,269 03	4,070 00	.....	27 25
112 .....	1,686 95	6,101 46	3,581 00	.....	.....
113 .....	4,421 61	8,110 57	5,310 00	918 75	28 40
114 .....	1,893 81	16,136 02	9,463 31	.....	486 55
115 .....	2,095 37	13,072 63	7,297 30	.....	81 34
116 .....	2,107 21	11,376 48	7,287 02	.....	594 00
117 .....	1,053 65	6,215 54	4,296 70	42 67	30 52
118 .....	748 28	6,566 03	5,075 00	300 00	.....
119 .....	2,070 60	8,635 92	5,160 00	119 28	95 70
120 .....	1,441 82	10,634 26	7,960 00	.....	161 15
1 .....	196,843 55	1,159,258 68	715,609 53	24,905 68	24,787 49
2 167,781 20	394,082 86	2,006,963 62	1,085,992 55	236,827 53	50,108 65
3 167,781 20	590,926 41	3,166,222 30	1,801,602 08	261,733 21	74,896 14
4 .....	530,520 40	2,855,534 14	1,637,475 66	246,012 88	58,428 62
5 .....	60,406 01	310,688 16	164,126 42	15,720 33	16,467 52
6 .....	.....	.....	.....	.....	.....
7 5.30	18.66	.....	65.55	9.52	2.72

## COLLEGIATE INSTITUTES

## I. TABLE K—FINANCIAL

High Schools—Concluded	Expenditure—		
	Library, scientific apparatus, maps, etc., typewriters, drawing models and equipment for physical culture	Art, manual training, household science and agriculture department equipment	School books, stationery, prizes, fuel, examinations and all other expenses
	\$ c.	\$ c.	\$ c.
105 Tweed.....	422 92	.....	1,730 54
106 Uxbridge.....	113 31	.....	1,292 51
107 Vienna.....	.....	.....	171 85
108 Walkerton.....	50 60	.....	1,016 44
109 Wallaceburg.....	52 24	.....	1,688 47
110 Wardsville.....	85 75	.....	434 86
111 Waterdown.....	67 44	.....	891 61
112 Waterford.....	.....	.....	1,091 38
113 Watford.....	.....	.....	1,600 55
114 Welland.....	223 55	.....	3,991 70
115 Weston.....	160 93	.....	3,047 92
116 Whitby.....	51 40	.....	3,444 06
117 Warton.....	76 82	.....	1,233 89
118 Williamstown.....	.....	.....	1,073 83
119 Winchester.....	66 79	285 39	1,584 08
120 Wingham.....	98 82	87 99	1,723 93
1 Totals, High Schools.....	16,620 98	4,363 10	229,674 73
2 Totals, Collegiate Institutes.....	13,728 28	13,012 41	332,411 01
3 Grand Totals, 1919.....	30,349 26	17,375 51	562,085 74
4 Grand Totals, 1918.....	24,319 06	6,723 98	613,153 88
5 Increases.....	6,030 20	10,651 53	.....
6 Decreases.....	.....	.....	51,068 14
7 Percentages.....	1.10	.63	20.45

## AND HIGH SCHOOLS—Continued

## STATEMENT—Concluded

Concluded		
Total Expenditure		Charges per year for Tuition
	\$ c.	
105	5,820 80	Free.
106	7,747 49	Res. \$5; non-res. \$7.50.
107	2,239 48	Free.
108	7,343 89	Res. F. I free, all others \$10.
109	7,882 81	Res. free; non-res. \$10.
110	2,797 04	\$7.50.
111	5,056 30	\$10.
112	4,672 38	Free.
113	7,857 70	Res. \$10; non-res. free.
114	14,165 11	Free.
115	10,587 49	\$10.
116	11,376 48	Res. \$6; non-res. \$7.50.
117	5,680 60	\$6.
118	6,448 83	Free.
119	7,311 24	Free.
120	10,031 89	L. Sch. \$6; M. Sch. \$8; U. Sch. \$10.
1	1,015,961 51	62 free; 58 not free.
2	1,732,080 43	18 free; 29 not free.
3	2,748,041 94	80 free; 87 not free.
4	2,586,114 08	80 free; 84 not free.
5	161,927 86	..... 3 not free.
6	.....	.....
7	.....	47.9 free; 52.09 not free.

Cost per pupil, enrolled attendance, \$83.18; average attendance, \$102.47.



# COLLEGIATE INSTITUTES AND

## II. TABLE L—BOARDS OF EDUCATION, APPROVED

Collegiate Institutes	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools— Grade I and Grade II	Value of		
					Library	Scientific Apparatus	Charts, Maps and Globes
1 Barrie .....	B	5	1	II	\$ 219	\$ 914	\$ 28
2 Brantford .....	B	3½	1	II	866	2,537	611
3 Brockville .....	S	3	.....	II	1,013	1,283	192
4 Chatham .....	B	1½	1	II	1,194	3,314	271
5 Clinton .....	B	3	.....	II	1,033	1,143	135
6 Cobourg .....	B	1	.....	II	1,852	1,530	219
7 Collingwood .....	B	1½	1	.....	868	1,083	172
8 Fort William .....	B	1½	1	.....	1,121	1,048	179
9 Galt .....	S	8½	.....	.....	1,309	1,702	265
10 Goderich .....	B	4½	.....	.....	1,079	814	103
11 Guelph .....	S	4½	1	.....	1,100	2,233	282
12 Hamilton .....	B & S	1½	1	.....	1,962	2,610	407
13 Ingersoll .....	B	2	1	II	1,087	938	118
14 Kingston .....	B	2½	1	II	1,180	1,419	239
15 Kitchener-Waterloo .....	B	4½	.....	.....	1,953	1,598	266
16 Lindsay .....	B	3½	1	II	1,818	1,556	92
17 London .....	B	3	1	.....	1,291	3,163	342
18 Morrisburg .....	B	12	1	.....	800	1,167	161
19 Napanee .....	B	3½	1	.....	1,136	925	125
20 Niagara Falls .....	B	5½	.....	II	1,191	1,137	114
21 North Bay .....	B	2	.....	I	718	1,148	201
22 Orillia .....	B	2	1	.....	862	1,288	163
23 Ottawa .....	S	1	.....	.....	3,042	5,112	449
24 Owen Sound .....	B	4½	1	II	1,614	1,568	139
25 Perth .....	B	3½	1	II	1,118	1,063	141
26 Peterborough .....	B	1½	1	.....	1,389	1,232	86
27 Picton .....	B	2½	.....	I	1,032	1,302	242
28 Port Arthur .....	S	.....	1	I	1,166	1,883	309
29 Renfrew .....	B	2½	1	.....	832	726	95
30 St. Catharines .....	B	½	1	.....	1,054	1,564	187
31 St. Mary's .....	B	1½	.....	II	1,026	1,341	132
32 St. Thomas .....	B	1	1	.....	1,085	2,150	85
33 Sarnia .....	B	2½	1	.....	1,269	1,650	133
34 Seaforth .....	B	2½	.....	II	876	810	78
35 Smith's Falls .....	B	4½	1	.....	692	1,406	88
36 Stratford .....	B	10	.....	II	1,316	1,845	170
37 Strathroy .....	B	10	.....	II	1,153	1,074	95
38 Toronto, Harbord .....	B	2½	1	.....	2,794	5,931	239
39 Toronto, Humber side .....	B & S	6	1	II	2,507	3,987	157
40 Toronto, Jarvis .....	B	1½	1	.....	2,312	4,559	228
41 Toronto, Malvern .....	B	3	1	.....	1,489	2,610	133
42 Toronto, Oakwood .....	B & S	5	1	.....	2,426	4,675	249
43 Toronto, Parkdale .....	B	2½	1	.....	2,249	3,442	202
44 Toronto, Riverdale .....	B	4½	1	II	1,804	2,531	127
45 Vankleek Hill .....	B	2½	.....	II	828	1,088	114
46 Windsor .....	B	3	1	II	1,725	1,830	275
47 Woodstock .....	B	1	1	II	1,659	1,758	238
Totals .....	.....	.....	32	3 I, 21 II	64,109	91,687	9,076

## HIGH SCHOOLS—Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.

## General Equipment

	Art Models	Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1	51	550	66	605	.....	.....	.....	.....	2,433
2	215	1,118	655	449	10,700	.....	.....	415	17,566
3	130	659	103	413	2,500	50	25	319	6,687
4	101	2,100	213	374	2,500	.....	.....	177	10,244
5	103	225	84	97	875	.....	.....	160	3,855
6	132	1,050	162	555	3,000	31	.....	350	8,881
7	102	400	117	257	1,200	31	.....	100	4,330
8	145	995	274	344	16,000	.....	.....	40	20,146
9	261	1,100	362	173	.....	662	25	1,793	7,652
10	77	400	107	279	2,500	.....	.....	190	5,549
11	52	960	228	1,036	2,800	100	75	625	9,491
12	100	.....	219	1,000	8,000	125	.....	774	15,197
13	101	340	100	366	800	25	15	164	4,054
14	100	720	114	415	7,000	.....	.....	300	11,487
15	173	1,433	201	616	1,000	191	.....	412	7,843
16	102	900	268	506	4,000	250	.....	152	9,644
17	142	1,881	377	714	10,500	.....	.....	.....	18,410
18	111	250	100	359	980	.....	.....	233	4,161
19	101	420	115	429	962	.....	.....	214	4,427
20	103	955	110	355	10,000	.....	.....	200	14,165
21	156	800	102	417	10,000	.....	.....	77	13,619
22	93	520	116	288	1,800	.....	.....	150	5,280
23	245	2,231	465	1,571	10,000	.....	.....	823	23,938
24	125	395	121	275	3,000	100	.....	100	7,437
25	106	200	157	340	7,000	.....	9	56	10,190
26	196	1,358	189	81	.....	150	50	934	5,665
27	102	1,040	137	302	5,000	.....	40	779	9,976
28	104	800	202	444	15,000	143	6	233	20,290
29	101	225	101	335	5,000	.....	.....	.....	7,415
30	114	1,225	190	409	8,000	.....	.....	437	13,180
31	106	260	194	553	6,000	40	.....	141	9,793
32	155	1,490	155	480	1,532	150	.....	600	7,882
33	110	1,100	132	311	1,380	.....	.....	250	6,335
34	100	.....	115	157	600	.....	.....	40	2,776
35	107	610	103	64	7,688	.....	.....	84	10,842
36	92	1,050	500	433	2,000	500	.....	450	8,356
37	100	200	94	371	3,500	.....	.....	200	6,787
38	109	.....	1,320	1,110	10,000	.....	200	500	22,203
39	157	90	385	578	10,000	.....	.....	715	18,576
40	167	.....	637	400	7,000	678	75	1,635	17,691
41	173	.....	239	581	5,000	.....	.....	423	10,648
42	75	.....	1,229	723	10,000	.....	.....	796	20,173
43	149	.....	387	320	10,000	.....	.....	410	17,159
44	113	.....	672	575	10,000	.....	50	637	16,509
45	110	260	108	304	3,200	.....	13	100	6,125
46	142	1,803	153	595	40,000	100	.....	200	46,823
47	127	566	118	529	5,000	.....	.....	227	10,222
	5,836	32,679	12,296	21,888	283,017	3,326	583	17,615	542,112

**COLLEGIATE INSTITUTES AND**  
**II. TABLE L—BOARDS OF EDUCATION, APPROVED**

Collegiate Institutes— Continued	Value of Manual Training Department Equipment				Value of Household Science Department Equipment			Value of Agricultural Department Equip- ment	Value of Art Equipment (Middle School)
	Woodwork	Woodturning	Forging	Machine Shop Practice	Cookery, Sanita- tion and Hygiene	Handwork and Machine Sewing	Laundry Work		
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1 Barrie.....									
2 Brantford .....	886	285	502	467	675	100			160
3 Brockville .....								185	120
4 Chatham .....	768				1,392				
5 Clinton .....								244	114
6 Cobourg .....					1,462	280		190	
7 Collingwood .....	1,066				874				45
8 Fort William .....	1,422				1,376	105			
9 Galt.....	1,056	299			1,457	33	22		125
10 Goderich.....									
11 Guelph .....									
12 Hamilton .....	520								25
13 Ingersoll.....	391	179	83	399	504	65		161	
14 Kingston .....									
15 Kitchener-Waterloo.....	771	257	700	829	1,647				125
16 Lindsay .....									102
17 London .....	923				943	210		181	142
18 Morrisburg .....									
19 Napanee .....									
20 Niagara Falls.....					746	296			
21 North Bay.....									
22 Orillia.....									
23 Ottawa .....									73
24 Owen Sound .....	576	350			682	11			25
25 Perth .....									
26 Peterborough .....									
27 Picton .....								254	
28 Port Arthur .....	571	240			1,591	483	52		
29 Renfrew .....									
30 St. Catharines.....									95
31 St. Mary's .....									106
32 St. Thomas .....	624				872			91	
33 Sarnia.....									
34 Seaforth .....									
35 Smith's Falls .....	1,360	364			582	35		333	
36 Stratford .....	600	400	143	390	1,000	50			
37 Strathroy.....								109	100
38 Toronto, Harbord .....									
39 Toronto, Humberside.....									
40 Toronto, Jarvis .....									
41 Toronto, Malvern .....									
42 Toronto, Oakwood.....	2,278	351			390	6	70		75
43 Toronto, Parkdale .....									
44 Toronto, Riverdale .....	800	1,589			234		1,600		24
45 Vankleek Hill .....								224	
46 Windsor .....	686				1,386				
47 Woodstock .....	778	421	843	2,104	932	67			
Totals .....	16,076	4,735	2,271	4,189	18,745	1,741	1,744	1,972	1456



## HIGH SCHOOLS—Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture	Religious and other Exercises					Destination of Pupils							
		Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine Dentistry or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
\$	\$													
1.....	119,000	.....	.....	1	.....	1	20	12	10	6	12	15	5	10
2.....	3,075	250,000	1	1	.....	1	32	16	15	16	10	9	18	19
3.....	305	50,137	.....	.....	1	.....	27	18	6	11	13	6	4	....
4.....	2,160	60,000	1	1	1	.....	53	17	4	13	6	10	17	1
5.....	358	30,000	1	.....	1	.....	4	14	2	17	4	14	4	1
6.....	1,932	27,100	1	1	1	.....	12	8	1	5	....	12	2	7
7.....	1,985	32,704	.....	1	1	.....	40	7	3	13	4	8	3	4
8.....	2,903	203,000	.....	1	1	.....	26	4	1	10	22	29	7	....
9.....	2,992	90,000	.....	1	1	.....	32	7	7	12	10	19	21	10
10.....	41,000	.....	1	.....	1	.....	8	5	1	9	5	5	13	10
11.....	50,000	.....	.....	1	.....	1	60	6	.....	8	....	26	12	6
12.....	545	164,863	1	1	1	.....	75	4	24	14	13	30	37	83
13.....	1,782	25,000	1	1	1	.....	4	13	2	2	2	6	7	3
14.....	123,970	1	1	1	.....	1	64	14	12	12	13	23	25	15
15.....	4,329	50,000	1	1	1	.....	56	9	12	12	....	1	....	22
16.....	102	110,000	.....	.....	1	.....	22	14	6	16	5	8	8	9
17.....	2,399	100,000	1	.....	1	.....	213	15	26	32	19	50	45	44
18.....	15,350	1	1	1	.....	1	3	8	2	5	6	4	3	2
19.....	60,000	1	1	1	.....	1	27	23	1	9	5	5	13	2
20.....	1,042	100,000	.....	1	1	.....	9	6	9	2	18	4	1	9
21.....	105,000	.....	.....	1	.....	.....	.....	1	2	10	18	15	11	12
22.....	82,500	.....	1	1	.....	.....	41	4	4	16	9	4	18	11
23.....	73	633,416	1	.....	1	.....	53	17	30	25	13	149	25	85
24.....	1,644	100,000	.....	.....	1	.....	30	23	1	21	8	16	6	4
25.....	46,811	1	1	1	.....	1	13	4	.....	6	2	4	6	8
26.....	83,992	.....	.....	1	.....	1	29	9	9	8	26	20	17	15
27.....	254	65,000	.....	.....	1	.....	8	14	6	10	2	5	1	5
28.....	2,937	175,000	1	.....	1	.....	21	.....	.....	4	4	10	5	6
29.....	35,000	.....	.....	1	.....	1	10	14	18	20	9	.....	3	6
30.....	95	70,000	.....	1	.....	1	51	11	7	9	....	9	15	30
31.....	106	33,000	1	1	.....	1	17	10	3	4	5	5	8	17
32.....	1,587	75,000	.....	.....	1	.....	61	13	10	17	30	11	7	....
33.....	42,000	.....	1	1	.....	1	42	2	9	7	1	24	10	34
34.....	12,000	1	.....	1	.....	.....	3	1	7	14	3	2	2	....
35.....	2,674	125,000	.....	.....	1	.....	16	6	5	9	3	10	5	14
36.....	2,583	100,000	.....	.....	1	.....	63	21	5	21	7	11	4	5
37.....	209	60,000	1	.....	1	.....	8	3	3	16	2	9	15	....
38.....	227,837	.....	1	1	.....	1	50	2	25	25	....	23	25	50
39.....	176,000	1	.....	1	.....	1	37	7	26	25	3	36	35	40
40.....	135,500	1	.....	1	.....	1	29	3	30	15	10	33	28	24
41.....	120,000	1	1	1	.....	1	43	11	10	3	17	9	23	30
42.....	3,170	273,619	1	1	1	.....	60	....	8	11	2	37	33	36
43.....	100,000	.....	1	1	.....	1	42	6	25	14	13	30	40	10
44.....	4,247	257,600	.....	1	1	.....	47	1	20	14	13	17	24	24
45.....	224	20,000	.....	1	1	.....	4	27	.....	3	3	6	6	3
46.....	2,072	255,500	.....	1	.....	1	105	1	17	6	10	59	18	29
47.....	5,145	100,000	.....	1	.....	1	33	26	6	11	1	28	6	22
52,929	5,211,899	22	24	47	....	40	1,703	457	430	568	381	860	641	777

## COLLEGIATE INSTITUTES AND

## II. TABLE L—BOARDS OF EDUCATION, APPROVED SCHOOLS,

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools— Grade I and Grade II	Value of General			
					Library	Scientific Apparatus	Charts, Maps and Globes	Art Models
1 Alexandria .....	B	3	....	II	\$ 657	\$ 680	\$ 64	\$ 83
2 Alliston .....	B	4	....	....	387	826	55	49
3 Almonte .....	S	2	1	....	408	365	55	70
4 Amherstburg .....	B	2	....	....	315	431	82	52
5 Arnprior .....	B	1	1	II	674	686	97	75
6 Arthur .....	B	3 $\frac{1}{2}$	....	II	500	811	58	79
7 Athens .....	S	2 $\frac{1}{4}$	....	II	713	818	83	84
8 Aurora .....	B	5	....	II	536	845	109	76
9 Avonmore .....	B	2	....	II	368	476	70	57
10 Aylmer .....	B	4	....	II	1,115	957	268	85
11 Beamsville .....	B	3	1	I	264	614	84	54
12 Belleville .....	B & S	3	1	....	1,025	1,654	80	95
13 Bowmanville .....	B	3	....	II	792	861	58	103
14 Bracebridge .....	B & S	1	....	....	518	698	89	50
15 Bradford .....	B	6	....	II	381	462	76	83
16 Brampton .....	B	5	....	I	120	957	51	61
17 Brighton .....	B	4	1	II	361	375	152	76
18 Burlington .....	B	2	....	....	335	347	125	61
19 Caledonia .....	B	1 $\frac{1}{2}$	1	....	683	877	110	62
20 Campbellford .....	B	1 $\frac{1}{2}$	1	....	824	979	106	108
21 Carleton Place .....	S	1 $\frac{1}{2}$	1	....	908	744	67	91
22 Cayuga .....	B	1	1	....	467	345	51	84
23 Chatsworth .....	B	1	....	....	312	325	55	51
24 Chesley .....	B	7	....	....	451	486	116	66
25 Chesterville .....	B	3	....	....	324	525	72	50
26 Colborne .....	B	3 $\frac{3}{4}$	1	II	567	625	60	55
27 Cornwall .....	B	2	....	II	855	712	116	80
28 Deseronto .....	B	3	....	I	614	716	103	51
29 Dundalk .....	B	2	....	....	296	244	70	57
30 Dundas .....	B	1 $\frac{1}{2}$	1	....	839	987	85	76
31 Dunnville .....	B	5	1	I	596	1,009	71	91
32 Durham .....	B	2	....	II	440	527	82	72
33 Dutton .....	B	1	....	....	410	665	56	85
34 Elora .....	S	1 $\frac{1}{2}$	1	....	317	467	53	53
35 Essex .....	B	2	....	....	453	758	66	75
36 Exeter .....	B	3	1	....	282	463	60	61
37 Fergus .....	S	1 $\frac{1}{2}$	1	....	677	571	83	75
38 Flesherton .....	B	1 $\frac{1}{2}$	....	....	356	397	56	53
39 Forest .....	B	2	....	II	541	554	50	52
40 Fort Frances .....	F	1	....	II	314	349	88	83
41 Gananoque .....	B	1 $\frac{1}{2}$	1	II	784	717	58	119
42 Georgetown .....	B	4 $\frac{1}{2}$	....	....	542	531	106	91
43 Glencoe .....	B	1	....	....	486	567	65	51
44 Gravenhurst .....	B	5	1	II	393	446	79	53
45 Grimsby .....	B	4	1	II	336	373	101	65
46 Hagersville .....	B	3 $\frac{1}{2}$	....	....	577	657	110	79
47 Haileybury .....	B	5 $\frac{1}{2}$	....	II	687	939	79	92
48 Harriston .....	B	3	1	II	441	491	62	79
49 Hawkesbury .....	B	1 $\frac{1}{2}$	1	II	579	572	62	70
50 Iroquois .....	B	3	....	....	970	1,115	89	77
51 Kemptville .....	B	2	1	....	550	887	81	70
52 Kenora .....	B	1	1	II	428	743	73	50

## HIGH SCHOOLS—Continued

## EQUIPMENT, DESTINATION OF PUPILS, Etc.—Continued

## Equipment

Value of Manual Training  
Department Equipment

Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equip- ment)	Museum	Aquarium, Her- barium, etc.	Pictures	Total value of General Equip- ment	Woodwork	Woodturning	Forging	Machine Shop Practice
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
1	105	26				140	1,755				
2	54					35	1,406				
3	93	22				27	1,040				
4	30	31				10	951	367			
5	104	56				182	1,874				
6	83	13				39	1,583				
7	123	35				112	1,968				
8	102	90				200	1,958				
9	64	18	72		2	5	1,132				
10	220	173	680			90	3,588				
11	12	20					1,048				
12	815	129	50		12	251	4,111				
13	50	139	74			319	2,396				
14		40				50	1,445				
15	20	52	44				1,118				
16		118	75	10,000		200	11,582				
17		75	15				1,054				
18		30	40				938				
19		107	40				1,879				
20	175	133	24			183	2,532				
21		99	25				1,934				
22		118	40			110	1,215				
23		47	16			15	821				
24		97	35			200	1,451				
25		46	18			74	1,109				
26		54	45			60	1,466				
27	1,070	101	60		25	182	3,201				
28		58	211			84	1,837				
29		50	10			25	752				
30	795	61	48				2,891				
31	160	122	80	750		200	3,079				
32		110	28			104	1,363				
33		103	15			59	1,393				
34		1,005	10				1,905				
35		101	53			30	1,536				
36	150	16	16			46	1,094				
37		101	49			50	1,606				
38		52	35			75	1,024				
39		58	38			55	1,348				
40	503	56	94		14	43	1,544				
41	366	130	172	1,600		437	4,383				
42	235	151	39		150	79	1,924				
43		68	38				1,275				
44	120	50	9				1,150				
45		48	55			5	1,051				
46		87	174			34	1,718				
47	151	76	38			345	2,407				
48		99	11			9	1,242				
49		52	42			41	1,418				
50	100	108	40				2,499				
51		112	36			118	1,854				
52	1,328	63	53	2,500		165	5,403				



## COLLEGIATE INSTITUTES AND

## II. TABLE L—BOARDS OF EDUCATION, APPROVED SCHOOLS,

High Schools	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work				
	\$	\$	\$	\$	\$	\$	\$
1 Alexandria .....							30,000
2 Alliston .....					50	50	2,500
3 Almonte .....							3,325
4 Amherstburg .....						367	650
5 Arnprior .....							20,000
6 Arthur .....				237		237	15,000
7 Athens .....				117		117	14,750
8 Aurora .....							15,000
9 Avonmore .....							12,908
10 Aylmer .....							18,000
11 Beamsville .....	300			395		695	50,000
12 Belleville .....	852	66	57	94	40	1,109	120,000
13 Bowmanville .....				480		480	40,000
14 Bracebridge .....							5,710
15 Bradford .....							15,000
16 Brampton .....							80,000
17 Brighton .....							35,000
18 Burlington .....							12,000
19 Caledonia .....							9,000
20 Campbellford .....							20,000
21 Carleton Place .....							15,000
22 Cayuga .....							8,000
23 Chatsworth .....							1,500
24 Chesley .....							25,000
25 Chesterville .....				8		8	9,431
26 Colborne .....							8,500
27 Cornwall .....	607	164				771	45,000
28 Deseronto .....							35,000
29 Dundalk .....							6,500
30 Dundas .....							26,511
31 Dunnville .....							42,000
32 Durham .....							16,000
33 Dutton .....							8,000
34 Elora .....							10,000
35 Essex .....							15,000
36 Exeter .....				88		88	13,000
37 Fergus .....							8,000
38 Flesherton .....							30,000
39 Forest .....							25,000
40 Fort Frances .....							(Rented)
41 Gananoque .....							29,000
42 Georgetown .....				71		71	50,000
43 Glencoe .....							20,000
44 Gravenhurst .....							14,000
45 Grimsby .....							30,000
46 Hagersville .....				7		7	14,000
47 Haileybury .....							55,000
48 Harriston .....							15,000
49 Hawkesbury .....							15,000
50 Iroquois .....							10,000
51 Kemptville .....					33	33	30,000
52 Kenora .....							45,022

## HIGH SCHOOLS—Continued

## EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

Religious and other Exercises					Destination of Pupils							
Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
1	.....	1	.....	1	4	7	2	5	.....	5	.....	2
2	1	1	.....	.....	.....	7	.....	3	3	8	2	2
3	1	1	.....	1	5	7	6	2	8	4	1	1
4	1	.....	1	1	5	5	1	2	2	2	11	1
5	.....	1	1	1	3	12	4	10	6	2	2	.....
6	.....	1	1	1	.....	14	.....	8	1	6	5	.....
7	1	1	1	1	6	16	.....	7	1	1	4	6
8	.....	1	1	.....	10	11	2	2	3	2	10	8
9	.....	1	1	1	.....	4	.....	4	4	3	3	.....
10	.....	1	1	.....	11	17	.....	3	5	.....	3	4
11	1	1	1	1	2	.....	1	1	2	2	3	.....
12	1	1	1	1	36	6	7	4	2	32	12	12
13	1	1	1	1	4	11	2	6	4	10	6	8
14	.....	1	1	.....	1	1	.....	7	.....	.....	1	.....
15	.....	1	1	.....	5	7	1	4	4	2	7	6
16	.....	1	1	1	5	6	3	4	2	3	5	15
17	.....	1	1	1	1	1	1	2	1	.....	4	3
18	.....	1	1	.....	1	2	.....	.....	.....	.....	6	4
19	1	1	1	.....	2	4	2	5	4	4	6	.....
20	.....	1	1	1	11	9	7	10	2	2	11	5
21	.....	1	1	1	.....	16	2	2	8	6	4	5
22	.....	1	1	.....	3	3	2	1	.....	8	4	5
23	.....	1	1	.....	3	1	1	2	.....	9	2	1
24	.....	1	1	.....	10	3	.....	5	.....	8	3	4
25	.....	1	1	1	2	1	1	3	3	6	5	5
26	1	1	1	.....	.....	11	1	1	.....	8	6	3
27	1	1	1	1	30	14	4	14	5	8	9	10
28	.....	1	1	1	5	4	.....	2	4	6	5	3
29	.....	1	1	1	2	10	2	9	.....	3	1	.....
30	.....	1	1	1	18	8	2	3	5	10	1	7
31	1	1	1	.....	7	10	6	7	7	.....	2	4
32	1	1	1	1	3	1	.....	10	.....	6	1	5
33	.....	1	1	.....	.....	17	.....	1	1	4	3	3
34	1	1	1	1	1	.....	.....	.....	.....	4	.....	.....
35	1	1	1	1	26	13	2	1	.....	1	5	1
36	1	1	1	1	5	9	.....	2	3	1	8	2
37	.....	1	1	1	14	4	2	7	13	9	.....	.....
38	.....	1	1	1	10	8	1	6	.....	1	5	1
39	.....	1	1	.....	5	9	.....	4	3	.....	5	5
40	.....	1	1	.....	6	5	1	6	.....	3	.....	.....
41	1	1	1	1	8	3	3	1	3	19	3	1
42	.....	1	1	1	13	8	1	8	3	4	11	9
43	.....	1	1	.....	2	7	.....	2	.....	4	2	10
44	.....	1	1	1	1	1	1	3	.....	8	2	3
45	1	1	1	1	9	10	.....	2	2	3	5	2
46	.....	1	1	.....	6	4	.....	5	.....	.....	5	1
47	.....	1	1	1	13	1	3	3	11	5	14	5
48	.....	1	1	.....	7	5	3	7	.....	4	1	.....
49	1	1	1	.....	4	4	.....	3	7	.....	14	.....
50	.....	1	1	1	1	2	2	5	2	1	.....	2
51	1	1	1	1	15	9	4	6	.....	7	11	6
52	1	1	1	1	4	2	1	5	2	12	6	8

**COLLEGIATE INSTITUTES AND**  
**II. TABLE L—BOARDS OF EDUCATION, APPROVED**

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools— Grade I and Grade II	Value of General			
					Library	Scientific Apparatus	Charts, Maps and Globes	Art Models
					\$	\$	\$	\$
53 Kincardine .....	B	6 $\frac{1}{2}$	1	.....	735	961	46	99
54 Leamington.....	B	2	.....	II	578	726	120	105
55 Listowel .....	B	2	1	I	460	466	60	84
56 Lucan .....	B	3 $\frac{1}{2}$	.....	.....	457	606	88	76
57 Madoc .....	B	1 $\frac{1}{2}$	.....	.....	561	1,112	68	97
58 Markdale .....	B	2	.....	.....	324	311	53	53
59 Markham .....	B	1 $\frac{1}{2}$	.....	.....	477	674	99	77
60 Meaford .....	B	4 $\frac{1}{2}$	.....	I	752	1,300	110	77
61 Midland .....	B	6 $\frac{1}{2}$	.....	II	664	961	95	85
62 Milton .....	S	1	.....	.....	336	441	49	45
63 Mitchell .....	B	2 $\frac{1}{2}$	.....	II	485	596	180	89
64 Morewood.....	B	3	.....	.....	363	413	72	50
65 Mount Forest .....	B	2 $\frac{1}{2}$	1	II	537	674	47	131
66 Newburgh .....	S	1 $\frac{1}{2}$	1	.....	605	440	75	57
67 Newcastle .....	B	3	1	.....	410	381	42	49
68 Newmarket.....	B	2	.....	II	532	658	186	90
69 Niagara .....	B	$\frac{3}{4}$	.....	.....	301	298	72	53
70 Niagara Falls South.....	B	2	.....	I	669	1,252	106	76
71 Norwood .....	B	8	1	II	410	569	97	56
72 Oakville.....	B	3 $\frac{1}{2}$	1	II	612	812	261	77
73 Omemee .....	B	2	1	.....	342	364	58	67
74 Orangeville .....	B	4	.....	II	874	1,117	161	75
75 Oshawa .....	B	4 $\frac{1}{2}$	1	I	897	1,405	227	83
76 Paris.....	B	4	1	II	674	801	123	75
77 Parkhill.....	B	3	1	.....	620	825	51	78
78 Parry Sound.....	B	3 $\frac{1}{2}$	.....	.....	485	636	91	65
79 Pembroke .....	B	4	1	.....	858	978	112	79
80 Penetanguishene .....	B	10	.....	I	434	795	72	63
81 Petrolia .....	B	2	.....	.....	571	962	66	84
82 Plantagenet .....	B	1	.....	.....	402	436	68	66
83 Port Dover .....	B	2 $\frac{1}{2}$	1	.....	552	500	103	52
84 Port Elgin .....	B	1	.....	.....	331	627	108	69
85 Port Hope .....	B	1 $\frac{1}{2}$	.....	II	774	989	56	76
86 Port Perry .....	B	1 $\frac{1}{2}$	1	.....	488	781	60	70
87 Port Rowan .....	B	3 $\frac{1}{2}$	1	II	409	529	54	80
88 Prescott .....	B	1 $\frac{1}{2}$	1	II	463	921	111	80
89 Richmond Hill .....	B	1 $\frac{1}{2}$	1	.....	463	535	203	77
90 Ridgetown .....	B	1 $\frac{1}{2}$	.....	.....	830	1,440	120	107
91 Rockland .....	B	3	.....	II	393	401	77	53
92 Sault Ste. Marie .....	B	6	.....	.....	755	937	109	78
93 Shelburne .....	B	2 $\frac{1}{2}$	1	.....	369	668	110	71
94 Simcoe .....	B	6	1	II	648	978	126	97
95 Smithville.....	B	2	.....	.....	254	529	53	50
96 Stirling .....	B	2	1	II	442	465	67	75
97 Streetsville.....	B	1 $\frac{1}{2}$	.....	.....	333	472	89	49
98 Sudbury .....	B	4	.....	.....	647	1,649	69	89
99 Sydenham .....	S	2 $\frac{1}{2}$	.....	II	506	635	95	76
100 Thorold .....	B	2 $\frac{1}{2}$	.....	.....	304	697	125	48
101 Tillsonburg .....	B & S	2 $\frac{1}{2}$	.....	II	477	946	203	79
102 Toronto, Commerce .....	B	4	1	.....	2,479	3,967	288	121
103 Toronto, North.....	B	4	1	II	737	1,129	68	100
104 Trenton .....	B	3 $\frac{1}{2}$	1	I	657	611	168	79



## HIGH SCHOOLS—Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

Equipment									Value of Manual Training Department Equipment			
Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice	
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
53	....	95	80	....	800	....	2,816	....	....	....	....	
54	....	109	71	....	....	85	1,794	....	....	....	....	
55	500	106	42	....	....	....	1,718	....	....	....	....	
56	....	102	72	....	....	5	1,431	....	....	....	....	
57	....	105	56	....	....	80	2,079	....	....	....	....	
58	....	50	110	....	....	10	911	....	....	....	....	
59	....	102	16	....	....	75	1,520	....	....	....	....	
60	590	133	391	1,404	....	435	5,192	....	....	....	....	
61	....	112	80	....	50	4	2,351	....	....	....	....	
62	....	50	....	....	....	....	921	....	....	....	....	
63	....	102	205	550	....	92	2,299	....	....	....	....	
64	....	53	18	....	1	37	1,007	....	....	....	....	
65	....	102	10	....	....	125	1,626	....	....	....	....	
66	....	10	16	....	....	50	1,253	....	....	....	....	
67	....	42	....	....	....	20	944	....	....	....	....	
68	260	122	184	350	....	10	2,472	....	....	....	....	
69	90	38	237	1,475	....	....	2,564	....	....	....	....	
70	685	117	466	7,500	....	25	10,896	....	....	....	....	
71	....	63	32	....	....	....	1,227	....	....	....	....	
72	390	97	59	....	....	75	2,383	....	....	....	....	
73	....	50	30	....	....	20	931	....	....	....	....	
74	500	99	313	2,500	....	17	5,656	....	....	....	....	
75	1,162	194	183	....	....	207	4,358	....	....	....	....	
76	252	111	30	....	....	117	2,183	....	....	....	....	
77	....	54	6	....	....	200	1,834	....	....	....	....	
78	....	55	101	....	....	94	1,527	....	....	....	....	
79	510	116	40	....	....	188	2,881	....	....	....	....	
80	180	157	31	....	60	15	1,919	....	....	....	....	
81	....	77	22	....	....	56	1,838	....	....	....	....	
82	....	68	20	....	....	15	1,075	....	....	....	....	
83	....	59	25	....	....	32	1,323	....	....	....	....	
84	100	42	20	....	....	....	1,297	....	....	....	....	
85	515	88	41	....	....	200	2,739	....	....	....	....	
86	....	78	90	....	....	44	1,611	....	....	....	....	
87	....	51	42	....	....	....	1,165	....	....	....	....	
88	....	101	44	....	....	74	1,794	....	....	....	....	
89	....	84	19	....	....	....	1,381	....	....	....	....	
90	300	101	256	900	50	5	4,124	....	....	....	....	
91	....	48	10	....	....	....	982	....	....	....	....	
92	885	101	12	....	....	242	3,119	539	270	238	2,991	
93	....	60	36	....	....	25	1,339	....	....	....	....	
94	....	141	47	....	....	25	2,062	....	....	....	....	
95	....	65	17	....	....	....	968	....	....	....	....	
96	....	100	17	....	....	8	1,174	....	....	....	....	
97	150	51	12	....	....	103	1,259	....	....	....	....	
98	890	119	431	2,500	....	40	6,434	....	....	....	....	
99	....	151	47	....	25	44	1,579	....	....	....	....	
100	180	50	5	....	....	5	1,414	....	....	....	....	
101	....	104	63	....	....	372	2,244	....	....	....	....	
102	....	....	336	....	435	200	7,996	....	....	....	....	
103	....	180	61	....	....	80	2,355	....	....	....	....	
104	....	67	40	2,500	....	192	4,320	....	....	....	....	

**COLLEGIATE INSTITUTES AND**  
**II. TABLE L—BOARDS OF EDUCATION, APPROVED**

High Schools—Continued	Value of Household Science Department Equipment			Value of Agricultural Department Equipment	Value of Art Equipment (Middle School)	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture
	Cookery, Sanitation and Hygiene	Handwork and Machine Sewing	Laundry Work				
	\$	\$	\$	\$	\$	\$	\$
53 Kincardine .....							19,050
54 Leamington .....				132		132	25,000
55 Listowel .....							37,000
56 Lucan .....							21,000
57 Madoc .....							12,000
58 Markdale .....							6,750
59 Markham .....							20,000
60 Meaford .....							30,000
61 Midland .....							24,000
62 Milton .....							
63 Mitchell .....							10,000
64 Morewood .....							11,967
65 Mount Forest .....							14,400
66 Newburgh .....					16	16	4,000
67 Newcastle .....							7,000
68 Newmarket .....							32,000
69 Niagara .....							6,000
70 Niagara Falls South .....	860	150		522		1,532	45,000
71 Norwood .....							1,000
72 Oakville .....				514		514	50,000
73 Omemee .....	69					69	5,000
74 Orangeville .....							20,200
75 Oshawa .....							30,000
76 Paris .....							25,000
77 Parkhill .....							10,000
78 Parry Sound .....							37,000
79 Pembroke .....							20,000
80 Penetanguishene .....							25,000
81 Petrolia .....							4,000
82 Plantagenet .....							6,000
83 Port Dover .....							10,293
84 Port Elgin .....							8,000
85 Port Hope .....							68,000
86 Port Perry .....	308			417		725	15,000
87 Port Rowan .....							2,500
88 Prescott .....							20,032
89 Richmond Hill .....							15,000
90 Ridgetown .....							16,900
91 Rockland .....							15,000
92 Sault Ste. Marie .....	995	104				5,137	65,000
93 Shelburne .....							10,000
94 Simcoe .....							25,000
95 Smithville .....							7,500
96 Stirling .....							20,000
97 Streetsville .....							12,400
98 Sudbury .....							47,965
99 Sydenham .....							35,000
100 Thorold .....							13,000
101 Tillsonburg .....						9	25,000
102 Toronto, Commerce .....							425,000
103 Toronto, North .....							200,000
104 Trenton .....							75,000

## HIGH SCHOOLS—Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

Religious and other Exercises					Destination of Pupils							
Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
53	1	1	1	1	2	7	3	9	3	5	4	3
54	.....	.....	1	1	20	13	2	12	4	9	8	.....
55	.....	.....	1	.....	16	4	1	10	2	6	19	6
56	.....	.....	1	.....	.....	3	.....	3	.....	8	7	4
57	.....	1	1	1	1	9	3	7	1	10	1	3
58	1	1	1	1	5	3	.....	6	.....	3	1	.....
59	.....	.....	1	1	7	16	2	2	.....	1	1	9
60	.....	.....	1	.....	17	18	1	8	1	13	3	2
61	.....	.....	1	.....	2	6	1	2	3	24	7	4
62	.....	.....	1	.....	6	3	.....	.....	.....	2	5	8
63	1	.....	1	1	3	6	3	2	7	8	11	4
64	1	1	1	.....	.....	9	.....	5	.....	.....	6	.....
65	1	.....	1	1	7	5	2	9	3	5	5	.....
66	1	1	1	1	3	7	.....	5	.....	9	5	.....
67	.....	1	1	.....	.....	5	.....	3	.....	.....	.....	.....
68	.....	1	1	1	22	27	1	6	5	2	2	2
69	1	1	1	.....	2	1	.....	1	.....	3	2	2
70	.....	.....	1	1	8	4	3	2	1	3	5	.....
71	1	.....	1	1	4	7	1	5	.....	5	4	2
72	.....	.....	1	1	18	16	.....	3	3	7	7	1
73	.....	.....	1	1	1	4	.....	2	1	2	.....	.....
74	.....	.....	1	1	4	4	2	5	.....	7	8	7
75	.....	.....	1	1	31	5	1	11	1	6	11	5
76	1	.....	1	1	5	8	.....	2	3	13	1	.....
77	1	1	1	.....	7	4	.....	9	.....	11	8	.....
78	.....	1	1	1	9	1	1	3	.....	5	7	8
79	.....	.....	1	1	5	12	7	4	5	15	9	12
80	.....	.....	1	.....	7	.....	.....	1	1	7	6	4
81	.....	.....	1	1	14	3	.....	11	.....	19	8	1
82	.....	.....	1	.....	.....	5	.....	5	.....	.....	2	.....
83	.....	1	1	.....	1	1	.....	1	1	2	1	.....
84	1	1	1	.....	6	10	1	5	.....	.....	2	1
85	.....	.....	1	1	3	.....	2	2	2	4	2	3
86	.....	.....	1	1	6	4	3	4	1	3	4	6
87	.....	1	1	.....	.....	2	.....	1	1	2	2	1
88	.....	.....	1	1	6	5	.....	6	1	.....	3	7
89	1	.....	1	1	4	14	3	1	3	17	8	.....
90	1	1	1	.....	2	3	4	10	2	5	1	.....
91	.....	.....	1	.....	2	.....	.....	5	.....	3	1	5
92	.....	.....	1	1	21	.....	7	8	25	3	8	7
93	.....	1	1	.....	5	6	.....	1	2	2	2	4
94	1	1	1	1	12	10	1	10	10	2	8	.....
95	.....	1	1	.....	5	5	.....	3	.....	2	8	1
96	.....	1	1	.....	5	16	.....	9	.....	1	12	4
97	1	.....	1	1	8	3	.....	3	2	1	3	2
98	.....	.....	1	1	21	.....	3	2	7	1	9	19
99	.....	1	1	1	5	9	1	8	.....	8	3	7
100	.....	1	1	1	6	.....	.....	1	1	10	10	.....
101	.....	.....	1	.....	12	4	2	4	.....	4	6	7
102	.....	.....	1	1	289	.....	.....	.....	7	28	11	14
103	.....	1	1	.....	33	5	1	6	.....	.....	16	.....
104	1	.....	1	1	3	10	.....	3	6	1	6	1



**COLLEGIATE INSTITUTES AND**  
**II. TABLE L—BOARDS OF EDUCATION, APPROVED**

High Schools	Brick or Stone School House	Number of Acres in Playground	Schools under Board of Education	Approved Schools — Grade I and Grade II	Value of General			
					Library	Scientific Apparatus	Charts, Maps and Globes	Art Models
105 Tweed .....	B	3 $\frac{1}{2}$	....	II	\$ 279	\$ 833	\$ 53	\$ 47
106 Uxbridge .....	B	4	1	.....	560	674	127	83
107 Vienna .....	B	3 $\frac{1}{2}$	1	.....	646	352	85	57
108 Walkerton .....	B	1 $\frac{1}{4}$	....	II	481	602	84	100
109 Wallaceburg .....	B	1 $\frac{1}{2}$	....	II	548	468	63	100
110 Wardsville .....	B	3	1	.....	340	400	63	51
111 Waterdown .....	S	3	....	.....	205	423	44	50
112 Waterford .....	B	3	....	.....	522	663	79	70
113 Watford .....	B	3 $\frac{1}{2}$	1	.....	600	907	165	109
114 Welland .....	B	3	....	.....	544	1,009	85	108
115 Weston .....	B	4	1	II	525	1,075	252	82
116 Whitby .....	B	1	1	II	703	1,745	136	92
117 Warton .....	S	2	....	.....	592	597	89	59
118 Williamstown .....	B	3	....	.....	466	544	83	77
119 Winchester .....	B	3	....	II	529	557	65	50
120 Wingham .....	B	2	....	II	502	768	176	78
Totals								
1 Totals, High Schools .....			51	101; 47 II	65,715	88,219	11,363	8,870
2 Totals, Collegiate Institutes .....			32	31; 21 II	64,109	91,687	9,076	5,836
3 Grand Totals, 1919 .....			83	131; 68 II	129,824	179,906	20,439	14,706
4 Grand Totals, 1918 .....			81	161; 70 II	125,791	171,393	19,940	14,124
5 Increases .....			2	.....	4,033	8,513	499	582
6 Decreases .....			....	31; 2 II	.....	.....	.....	.....
7 Percentages .....			49.70	*	16.11	22.32	2.53	1.82

\* 7.78 per cent., Grade I; 40.71, Grade II; 51.49 not approved.

## HIGH SCHOOLS---Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Continued

Equipment								Value of Manual Training Department Equipment				
Typewriters	Biological Specimens	Equipment for Physical Culture	Gymnasium (not including equipment)	Museum	Aquarium, Herbarium, etc.	Pictures	Total value of General Equipment	Woodwork	Woodturning	Forging	Machine Shop Practice	
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
105	68				51	56	1,341					
106	120	30				23	1,617					
107	59	8					1,207					
108	103	24				120	1,514					
109	200	108	36			25	1,548					
110	51	11				18	934					
111	42	21				7	792					
112	53	46				43	1,476					
113	97	95				112	2,085					
114	200	111	205	8,000		49	10,311					
115	90	106	103		3	80	2,316					
116	435	114	74			260	3,559					
117	50	65	25			157	1,634					
118		102	117	200		122	1,711					
119		40	43			28	1,312					
120		126	177		44	48	1,919					
1	15,152	11,209	8,092	43,531	1,565	122	9,973	263,811	906	270	238	2,991
2	32,679	12,296	21,888	283,017	3,326	583	17,615	542,112	16,076	4,735	2,271	4,189
3	47,831	23,505	29,980	326,548	4,891	705	27,588	805,923	16,982	5,005	2,509	7,180
4	42,520	22,567	27,712	310,263	5,295	1,133	25,281	766,019	16,317	4,989	2,747	7,091
5	5,311	938	2,268	16,285	.....	.....	2,307	39,904	665	16	.....	89
6	.....	.....	.....	.....	404	428	.....	.....	.....	.....	238	.....
7	5.93	2.91	3.72	40.52	.60	.09	3.42	.....	25.51	7.52	3.77	10.78

## COLLEGIATE INSTITUTES AND

## II. TABLE L—BOARDS OF EDUCATION, APPROVED.

High Schools—Continued	Value of Household Science Department Equipment			Value of Agricultural Department Equip- ment	Value of Art Equip- ment (Middle School)	Total value of Special Equipment as per preceding nine columns	Value of School Sites, Buildings and Furniture
	Cookery, Sani- tation and Hygiene	Handwork and Machine Sewing	Laundry Work				
	\$	\$	\$	\$	\$	\$	\$
105 Tweed .....	.....	.....	.....	.....	.....	.....	35,000
106 Uxbridge .....	.....	.....	.....	.....	.....	.....	10,000
107 Vienna .....	.....	.....	.....	.....	.....	.....	2,500
108 Walkerton .....	.....	.....	.....	.....	.....	.....	10,000
109 Wallaceburg .....	.....	.....	.....	.....	.....	.....	25,000
110 Wardsville .....	.....	.....	.....	.....	.....	.....	5,000
111 Waterdown .....	.....	.....	.....	.....	.....	.....	2,000
112 Waterford .....	.....	.....	.....	.....	.....	.....	15,000
113 Watford .....	.....	.....	.....	.....	.....	.....	12,500
114 Welland .....	.....	.....	.....	.....	.....	.....	83,000
115 Weston .....	.....	.....	.....	122	.....	122	60,000
116 Whitby .....	.....	.....	.....	651	.....	651	40,000
117 Wiarton .....	.....	.....	.....	.....	.....	.....	8,500
118 Williamstown .....	.....	.....	.....	158	.....	158	12,500
119 Winchester .....	.....	.....	.....	537	.....	537	19,000
120 Wingham .....	.....	.....	.....	.....	.....	.....	25,000
1 Totals, High Schools .....	3,991	484	57	4,550	148	13,635	3,248,264
2 Totals, Collegiate Institutes	18,745	1,744	1,744	1,972	1,456	52,929	5,211,899
3 Grand Totals, 1919 .....	22,736	2,225	1,801	6,522	1,604	66,564	8,460,163
4 Grand Totals, 1918 .....	22,210	2,293	1,788	3,793	1,417	62,645	7,904,553
5 Increases .....	526	.....	13	2,729	187	3,919	555,610
6 Decreases .....	.....	68	.....	.....	.....	.....	.....
7 Percentages .....	34.15	3.34	2.70	9.80	2.40	.....	.....



## HIGH SCHOOLS---Continued

## SCHOOLS, EQUIPMENT, DESTINATION OF PUPILS, ETC.—Concluded

Religious and other Exercises						Destination of Pupils							
Schools using authorized Scripture Readings	Schools using the Bible	Schools opened with Prayer	Schools closed with Prayer	Commencement Exercises		Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Other occupations	Other High Schools or Collegiates	Without occupation
105	1	1	1			4	3		2	1	6	3	7
106		1	1			14	13	3	8	2	2	2	3
107	1	1	1			2	1		4	1		2	1
108	1			1		12	2	2	7	2	5	5	5
109	1	1	1	1		9	8	1	2	3	6	6	2
110			1			4	3		4	1		2	
111		1	1			3	14			1	7	7	
112	1	1	1	1		4	3		3		4	4	5
113			1	1	1	16	10		5	5		7	1
114		1	1	1	1	25	9	4	3	2	3	12	4
115		1	1			18	6	1	1	6	1	5	6
116			1	1	1	9	5	2	4	2	1	8	6
117	1		1	1	1	2	3		4	1	3	5	11
118			1	1	1	5	6		3		5	5	2
119			1			7	6	4	5		3	5	
120	1	1	1	1	1	8	19	6	10		12	6	6
1	40	51	119	2	73	1,169	785	168	536	278	621	618	423
2	22	24	47		40	1,703	457	430	568	381	860	641	777
3	62	75	166	2	113	2,872	1,242	598	1,104	659	1,481	1,259	1,200
4	64	72	162	5	104	2,767	1,582	447	1,160	641	1,538	1,101	1,055
5		3	4		9	105		151		18		158	145
6	2			3			340		56		57		
7	37.12	44.91	.99	1.19	67.66	27.57	11.92	5.74	10.60	6.32	14.22	12.09	11.52

### COLLEGIATE INSTITUTES

#### III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

Collegiate Institutes	Pupils					Number of Pupils in—			Number of Pupils from—			
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary school	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School	Middle School	Upper School	Municipalities forming High School District	Municipalities within the County or Territorial Dis.	Other Counties or Districts	
						F. I	F. II					
1 Barrie .....	267	115	117	150	219	118	69	64	16	152	114	1
2 Brantford .....	598	220	264	334	495	244	170	148	36	444	140	14
3 Brockville .....	323	125	137	186	233	125	88	85	25	214	109	.....
4 Chatham .....	365	122	148	217	272	172	111	64	18	239	117	9
5 Clinton .....	186	57	73	113	143	60	64	42	20	86	99	1
6 Cobourg .....	175	50	79	96	143	76	51	40	8	118	57	.....
7 Collingwood ..	206	64	80	126	171	83	52	50	21	162	32	12
8 Port William ..	339	128	155	184	282	159	92	83	5	331	5	3
9 Galt .....	372	128	182	190	329	147	128	69	28	184	153	35
10 Goderich .....	188	51	58	130	150	65	54	57	12	122	64	2
11 Guelph .....	386	148	190	196	300	176	98	85	27	313	61	12
12 Hamilton .....	859	315	451	408	708	315	213	258	73	756	84	19
13 Ingersoll .....	184	70	90	94	158	74	56	49	5	116	55	13
14 Kingston .....	625	175	321	304	512	208	164	243	10	507	107	11
15 Kitchener- Waterloo .....	317	140	160	157	270	140	83	78	16	280	34	3
16 Lindsay .....	344	128	164	180	296	137	86	93	28	170	122	52
17 London .....	1,216	448	569	647	982	551	363	235	67	1,020	192	4
18 Morrisburg ...	125	31	45	80	103	35	55	28	7	59	60	6
19 Napanee .....	179	55	58	121	141	63	58	47	11	87	84	8
20 Niagara Falls	296	99	140	156	238	107	104	68	17	236	34	26
21 North Bay ....	269	111	100	169	227	135	74	51	9	243	5	21
22 Orillia .....	298	101	107	191	252	112	97	78	11	199	62	37
23 Ottawa .....	1,351	451	761	590	1,086	536	396	383	36	1,238	67	46
24 Owen Sound ..	405	130	171	234	337	151	99	121	34	290	104	11
25 Perth .....	189	61	78	111	150	77	45	57	10	107	79	3
26 Peterborough .	405	139	186	219	370	165	140	81	19	341	52	12
27 Picton .....	245	80	95	150	206	99	82	54	10	105	135	5
28 Port Arthur ..	230	95	84	146	188	135	58	35	2	230	.....	.....
29 Renfrew .....	258	93	114	144	237	116	90	38	14	121	130	7
30 St. Catharines	456	164	207	249	359	230	143	66	17	343	97	16
31 St. Mary's ....	210	63	85	125	179	93	59	48	10	125	55	30
32 St. Thomas ...	513	179	258	255	427	201	172	112	28	419	91	3
33 Sarnia .....	373	146	166	207	320	167	111	75	20	307	66	.....
34 Seaforth .....	178	54	83	95	155	54	49	54	21	71	98	9
35 Smith's Falls .	266	101	91	175	221	128	69	59	10	192	31	43
36 Stratford .....	411	156	189	222	355	164	115	101	31	300	80	31
37 Strathroy .....	173	53	77	96	150	63	37	66	7	111	61	1
38 Toronto, Har- bord .....	701	237	348	353	566	232	200	229	40	699	.....	2
39 Toronto, Hum- berside .....	536	184	268	268	419	215	124	175	22	511	23	2
40 Toronto, Jarvis	537	172	325	212	429	189	153	169	26	531	1	5
41 Toronto, Mal- vern .....	297	125	145	152	243	128	79	82	8	270	27	.....
42 Toronto, Oak- wood .....	843	304	385	458	720	309	232	252	50	803	36	4
43 Toronto, Park- dale .....	597	218	305	292	504	218	160	194	25	582	11	4
44 Toronto, River- dale .....	546	198	289	257	445	212	154	156	24	540	6	.....
45 Vankleek Hill	150	42	51	99	122	55	46	38	11	54	77	19
46 Windsor .....	574	250	260	314	516	255	194	105	20	378	194	2
47 Woodstock ...	428	155	181	247	389	170	123	103	32	203	201	24
Totals .....	18,989	6,731	8,890	10,099	15,717	7,664	5,460	4,868	997	14,909	3,512	568

**AND HIGH SCHOOLS—Continued**  
**AND IN THE VARIOUS SUBJECTS, ETC.**

Number of Pupils from Families whose Head  
 is occupied as below—

Number of Pupils in the Various Subjects

	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Grammar	English Compo- sition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History
1	38	87	7	2	46	16	49	22	197	263	261	197	257	60	8
2	97	125	40	4	181	20	90	41	414	580	580	562	562	148	20
3	54	105	8	2	111	23	17	3	195	317	318	212	185	83	12
4	64	135	14	3	75	40	34	.....	245	357	357	347	347	64	10
5	30	94	10	3	18	14	17	.....	124	179	179	166	120	42	5
6	14	59	9	2	47	1	20	23	127	172	172	167	173	40	4
7	52	36	7	.....	66	17	13	15	135	200	200	185	96	50	6
8	66	7	3	2	121	27	113	.....	184	321	321	221	164	61	1
9	118	64	9	12	126	12	31	.....	187	361	361	346	337	70	7
10	29	69	20	1	34	12	19	4	119	185	185	176	176	57	6
11	103	61	18	6	91	22	67	18	247	351	351	309	180	86	12
12	381	74	57	20	182	63	58	24	528	856	856	786	786	258	33
13	33	67	5	.....	38	13	17	11	141	184	184	117	99	43	3
14	143	101	39	22	142	44	127	7	369	625	625	367	243	228	5
15	182	21	30	10	52	.....	6	16	200	289	315	298	298	75	2
16	62	143	12	4	47	28	33	15	161	286	305	278	280	91	5
17	526	157	69	17	341	19	29	58	817	1,085	1,085	1,135	1,135	235	16
18	6	60	4	.....	23	11	19	2	90	125	125	118	118	28	7
19	32	74	9	3	15	14	20	12	80	175	175	160	160	25	3
20	70	52	9	1	68	40	29	27	175	296	296	279	279	46	6
21	12	17	6	2	80	82	52	18	209	269	269	209	125	51	2
22	80	95	13	2	65	28	11	4	191	295	295	269	174	77	7
23	344	83	81	46	244	70	433	50	901	1,339	1,337	689	779	120	21
24	98	113	15	3	87	39	38	12	216	396	390	216	220	113	7
25	31	92	.....	5	18	17	13	13	122	188	188	175	104	27	6
26	124	45	20	6	116	30	31	33	199	402	402	242	221	81	4
27	34	110	11	2	18	28	37	5	157	245	245	211	186	54	3
28	57	8	3	5	76	18	48	15	179	229	229	135	73	35	.....
29	42	138	6	4	36	20	10	2	206	255	255	244	244	38	8
30	119	52	6	5	191	52	16	15	328	452	452	328	196	64	10
31	35	90	5	3	38	18	15	6	152	208	210	200	200	48	2
32	161	112	11	8	175	36	10	.....	373	490	490	485	485	112	10
33	84	46	19	3	105	65	30	21	204	370	369	350	350	116	17
34	15	96	8	4	22	17	13	3	103	170	170	155	155	50	12
35	45	71	7	1	55	25	60	2	182	256	256	251	122	31	3
36	90	86	18	6	85	20	73	33	239	391	391	380	391	101	20
37	24	89	10	3	15	24	3	5	101	171	171	157	103	65	5
38	450	1	25	10	100	.....	40	75	434	700	701	496	313	229	25
39	165	15	26	20	125	17	115	53	339	534	534	390	330	171	6
40	122	18	39	11	112	46	131	58	218	519	519	301	310	165	8
41	115	9	24	3	87	5	30	24	207	297	297	164	161	82	4
42	335	20	54	29	219	25	151	10	541	832	832	423	346	252	26
43	222	25	30	15	162	30	104	9	375	591	591	323	349	192	7
44	126	5	24	13	131	.....	210	37	366	546	546	363	310	159	7
45	12	94	7	1	6	8	18	4	101	137	138	128	83	36	.....
46	172	29	31	6	55	195	43	43	353	562	562	255	237	105	8
47	102	168	23	3	48	10	66	8	264	413	413	392	243	102	13
5,316		3,318	901	333	4,295	1,361	2,609	856	11,995	18,464	18,503	14,357	12,755	4,466	412



## COLLEGIATE INSTITUTES

## III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Continued

Collegiate Institutes	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	German	Latin	Greek
1 Barrie .....	7	197	197	197	227	178	12	200	....	3	201	...
2 Brantford .....	6	414	414	414	578	302	20	564	....	20	420	3
3 Brockville .....	4	228	164	259	267	165	10	293	....	10	221	10
4 Chatham .....	13	283	245	283	359	149	12	214	....	9	213	6
5 Clinton .....	8	124	124	126	177	117	9	133	....	16	150	4
6 Cobourg .....	4	147	107	147	172	76	5	100	....	3	101	1
7 Collingwood .....	2	135	135	135	204	111	17	197	....	4	190	3
8 Fort William .....	1	251	251	252	252	132	4	319	....	....	225	...
9 Galt .....	7	277	187	230	297	183	15	331	....	26	257	3
10 Goderich .....	7	119	96	121	186	97	9	113	....	14	98	1
11 Guelph .....	8	247	247	248	348	187	14	306	....	32	306	18
12 Hamilton .....	35	528	527	528	846	531	60	528	62	75	830	19
13 Ingersoll .....	3	131	130	154	179	92	2	165	....	6	152	5
14 Kingston .....	5	367	372	389	533	358	5	621	....	14	516	...
15 Kitchener-Waterloo .....	...	223	200	226	291	151	14	209	....	41	198	11
16 Lindsay .....	8	216	136	181	315	164	16	206	....	6	206	6
17 London .....	16	914	817	914	943	535	35	931	....	20	868	9
18 Morrisburg .....	...	90	90	90	125	90	7	75	....	....	75	4
19 Napanee .....	3	80	83	121	135	72	11	115	....	10	130	8
20 Niagara Falls .....	...	156	107	229	275	138	17	238	....	12	196	...
21 North Bay .....	2	209	158	209	264	109	4	244	....	22	204	...
22 Orillia .....	4	209	112	209	295	165	6	205	....	14	209	3
23 Ottawa .....	16	641	561	781	1,303	724	55	1,227	....	90	978	18
24 Owen Sound .....	8	250	151	250	356	208	19	260	....	10	241	1
25 Perth .....	2	122	115	122	186	109	7	182	....	14	117	1
26 Peterborough .....	5	305	165	305	399	189	12	296	....	17	292	...
27 Picton .....	10	181	157	181	240	120	8	134	....	....	119	...
28 Port Arthur .....	...	193	135	193	230	81	2	165	....	8	164	...
29 Renfrew .....	8	206	206	206	252	124	7	188	....	1	170	5
30 St. Catharines .....	9	373	360	373	402	173	9	287	....	44	313	7
31 St. Mary's .....	2	152	152	152	209	103	9	149	....	11	160	5
32 St. Thomas .....	9	373	172	373	490	284	14	255	....	11	246	...
33 Sarnia .....	7	278	247	235	371	300	17	279	43	2	237	4
34 Seaforth .....	9	103	103	103	157	115	12	139	....	15	159	10
35 Smith's Falls .....	3	192	182	192	256	163	6	202	....	17	197	4
36 Stratford .....	18	239	164	239	391	391	20	175	....	25	259	...
37 Strathroy .....	2	101	92	101	171	108	5	142	....	....	147	3
38 Toronto, Harbord .....	13	432	432	433	696	463	22	686	....	168	671	33
39 Toronto, Humberdale .....	5	339	252	339	530	316	20	484	....	94	480	19
40 Toronto, Jarvis .....	8	340	218	218	517	332	18	475	....	159	463	5
41 Toronto, Malvern .....	4	207	172	207	297	168	6	291	....	40	291	...
42 Toronto, Oakwood .....	26	541	354	541	823	821	46	829	....	146	813	26
43 Toronto, Parkdale .....	6	378	218	365	581	366	20	551	....	101	524	18
44 Toronto, Riverdale .....	6	366	254	366	546	334	24	536	....	69	523	15
45 Vankleek Hill .....	11	101	101	101	136	91	9	128	....	....	134	...
46 Windsor .....	8	377	232	449	379	249	10	450	....	16	291	...
47 Woodstock .....	8	293	293	264	332	213	20	393	....	29	311	9
Totals .....	346	12,628	10,387	12,751	17,518	10,647	701	15,220	105	1,444	14,266	297

## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued											Special Courses				
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
1	80	80	148	261	5	118	60	35	35	57	265	35	....	....	10
2	290	290	136	440	2	162	142	144	144	170	590	142	....	176	6
3	116	116	87	87	3	143	82	49	49	101	321	....	....	234	10
4	215	215	146	275	4	210	125	79	79	122	364	79	....	96	12
5	134	134	136	176	10	124	60	....	....	138	186	....	118	....	14
6	60	60	71	104	....	96	60	62	67	54	170	....	44	....	70
7	102	102	92	156	2	95	35	35	35	87	206	35	....	46	6
8	145	145	127	247	....	270	85	86	87	187	339	87	....	113	....
9	90	90	77	271	2	226	88	88	88	97	365	88	....	124	4
10	50	50	99	148	9	88	72	42	23	45	180	42	....	....	....
11	147	147	202	302	3	57	92	62	65	139	376	66	....	....	....
12	541	541	276	807	7	315	....	....	....	526	855	....	....	266	6
13	87	87	89	146	1	130	....	....	....	87	184	29	65	46	....
14	38	38	236	514	1	262	97	97	97	79	598	119	....	....	....
15	42	42	90	227	1	166	68	56	79	60	315	....	....	123	3
16	78	78	149	256	5	58	58	58	58	82	337	58	....	....	14
17	413	413	365	772	8	648	230	230	95	507	1,192	235	16	200	9
18	80	80	84	125	....	90	17	17	17	85	123	17	....	....	....
19	62	62	68	68	....	114	81	45	45	56	179	45	....	....	10
20	146	146	116	202	....	156	84	89	60	27	296	86	....	114	....
21	65	65	77	203	....	155	55	56	56	56	269	57	....	....	....
22	119	119	161	217	3	112	197	66	66	120	294	66	....	....	....
23	128	128	643	1,065	7	645	171	155	109	719	1,340	173	....	12	119
24	348	346	200	295	6	149	84	84	84	167	392	34	....	74	24
25	115	115	59	63	....	77	31	9	10	119	189	9	....	....	....
26	95	95	79	230	2	207	87	88	67	83	395	86	....	60	9
27	151	151	54	179	....	181	86	82	78	112	244	62	....	....	....
28	48	48	76	135	....	63	63	63	63	129	225	63	....	73	100
29	193	193	182	204	5	206	49	49	23	132	254	49	94	....	....
30	121	121	134	285	3	150	23	....	....	73	456	125	....	....	4
31	111	111	99	177	....	152	88	29	29	48	210	28	....	....	10
32	209	209	122	126	2	290	146	146	81	110	500	146	120	30	7
33	103	103	160	296	3	198	70	70	70	106	265	70	....	....	5
34	111	111	165	169	8	103	103	....	....	110	176	....	....	....	7
35	150	150	114	210	3	138	45	50	50	147	263	50	12	64	128
36	175	175	155	250	8	75	75	75	75	200	385	....	....	80	8
37	80	80	105	150	2	101	59	21	21	80	172	21	....	....	2
38	416	416	398	639	2	462	30	....	....	266	692	....	....	....	....
39	78	78	131	390	2	215	10	....	....	98	520	....	....	....	6
40	223	221	269	443	4	....	67	....	....	157	513	....	....	....	....
41	208	208	161	161	....	128	52	....	....	162	297	....	....	....	18
42	325	325	228	474	5	354	289	....	....	374	843	....	....	254	23
43	286	286	363	586	....	....	218	....	....	248	585	....	....	....	10
44	365	365	312	524	8	212	82	....	....	266	543	....	....	180	27
45	100	100	95	136	10	101	30	9	10	92	150	11	47	....	....
46	4	4	110	110	4	163	163	163	72	200	558	163	....	204	6
47	142	142	110	242	10	293	86	86	86	116	421	83	....	126	6
7,385	7,381	7,556	13,543	160,845	8,395	2,575	2,173	7,196	18,592	2,459	516	2,347	3,129	385	

## COLLEGIATE INSTITUTES

## III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS AND

High Schools	Total number of pupils on the roll for the year	Pupils				Number of Pupils in—			Number of Pupils from—			
		Number of pupils admitted for the first time to a secondary Sch'l.	Boys on the roll for the year	Girls on the roll for the year	Average Daily Attendance	Lower School		Middle School	Upper School	Municipalities forming High School Dis't.	Municipalities within the County or Territorial District	Other Counties or Districts
						F. I	F. II					
1 Alexandria .....	106	48	35	71	88	63	28	15	.....	99	6	1
2 Alliston .....	88	26	24	64	75	34	28	26	.....	43	37	8
3 Almonte .....	101	41	43	58	74	47	34	14	6	58	41	2
4 Amherstburg .....	49	22	21	28	34	22	9	18	.....	32	17	.....
5 Arnprior .....	207	77	77	130	186	86	57	53	11	136	69	2
6 Arthur .....	80	20	29	51	66	32	23	20	5	38	42	.....
7 Athens .....	155	61	57	98	130	69	36	50	.....	79	75	1
8 Aurora .....	113	36	52	61	90	41	28	35	9	63	50	.....
9 Avonmore .....	75	25	28	47	36	25	29	21	.....	61	14	.....
10 Aylmer .....	128	44	51	77	102	51	45	24	8	45	82	1
11 Beamsville .....	88	38	40	48	70	39	32	17	.....	36	52	.....
12 Belleville .....	330	49	150	180	254	123	110	79	18	261	58	11
13 Bowmanville .....	125	37	50	75	101	48	34	31	12	81	44	.....
14 Bracebridge .....	133	46	57	76	94	38	72	23	.....	79	52	2
15 Bradbridge .....	60	13	27	33	43	28	18	14	.....	23	37	.....
16 Brampton .....	175	58	68	107	147	60	44	58	13	91	77	7
17 Brighton .....	65	26	22	43	51	27	17	21	.....	29	35	1
18 Burlington .....	73	23	28	45	57	23	26	24	.....	41	29	3
19 Caledonia .....	104	35	30	74	89	43	31	30	.....	41	47	16
20 Campbellford .....	170	41	73	97	124	68	40	43	19	84	78	8
21 Carleton Place .....	158	49	63	95	132	62	40	56	.....	96	32	30
22 Cayuga .....	78	24	23	55	68	40	20	16	2	33	45	.....
23 Chatsworth .....	33	10	19	14	24	10	7	16	.....	31	1	1
24 Chesley .....	98	37	38	60	83	41	31	23	3	50	38	10
25 Chesterville .....	101	30	39	62	73	37	39	25	.....	42	46	13
26 Colborne .....	58	19	26	32	45	20	22	16	.....	28	30	.....
27 Cornwall .....	241	76	87	154	197	92	78	58	13	123	100	18
28 Deseronto .....	58	13	19	39	48	21	23	14	.....	40	13	5
29 Dundalk .....	60	19	23	37	50	19	19	18	4	24	23	13
30 Dundas .....	126	42	60	66	88	63	29	20	14	124	2	.....
31 Dunnville .....	131	51	58	73	108	50	42	36	3	67	64	.....
32 Durham .....	107	52	42	65	91	52	31	22	2	46	61	.....
33 Dutton .....	126	41	50	76	94	49	35	32	10	39	87	.....
34 Elora .....	53	11	20	33	42	23	21	9	.....	21	30	2
35 Essex .....	170	77	77	93	125	69	61	34	6	41	129	.....
36 Exeter .....	97	31	40	57	77	36	33	28	.....	41	56	.....
37 Fergus .....	131	46	56	75	104	45	45	28	13	59	66	6
38 Flesherton .....	65	28	24	41	50	28	23	14	.....	57	8	.....
39 Forest .....	108	39	49	59	81	49	34	23	2	44	64	.....
40 Fort Frances .....	58	31	16	42	49	37	14	7	.....	43	14	1
41 Gananoque .....	120	53	49	71	99	57	32	31	.....	94	19	7
42 Georgetown .....	119	32	66	53	90	42	34	37	6	49	43	27
43 Glencoe .....	69	22	24	45	52	25	23	19	2	16	46	7
44 Gravenhurst .....	36	13	17	19	29	14	10	9	3	28	8	.....
45 Grimsby .....	123	42	54	69	87	54	38	31	.....	43	54	26
46 Hagersville .....	109	28	49	60	84	45	32	25	7	42	67	.....
47 Haileybury .....	133	52	67	66	100	69	33	25	6	62	71	.....
48 Harrison .....	100	24	55	45	80	27	28	27	18	40	29	31
49 Hawkesbury .....	88	27	43	45	68	34	32	22	.....	61	27	.....
50 Iroquois .....	105	21	33	72	95	31	43	29	2	35	69	1
51 Kemptonville .....	118	24	36	82	98	35	45	32	6	43	56	19
52 Kenora .....	118	42	41	77	97	47	52	19	.....	116	1	1



## AND HIGH SCHOOLS—Continued

## IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head is occupied as below—										Number of Pupils in the Various Subjects						
Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring Occupations	Other Occupations	Without Occupation	English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Medieval History		
1	6	59	4	....	7	6	15	9	91	106	106	106	43	15	....	
2	15	39	4	1	5	6	10	8	62	88	88	60	54	26	....	
3	22	49	5	....	12	8	4	1	81	100	100	95	95	14	....	1
4	12	14	5	1	4	8	5	....	31	49	49	45	26	18	....	
5	36	40	8	....	45	26	50	2	143	205	205	196	196	53	....	9
6	17	37	3	....	7	10	1	5	55	79	79	75	43	20	....	4
7	14	99	8	4	15	8	5	2	121	153	153	154	154	49	....	
8	15	50	12	2	16	6	8	4	69	113	113	94	94	35	....	6
9	4	44	3	....	6	1	2	15	54	75	75	75	36	6	....	
10	16	76	6	....	17	13	....	....	96	124	124	120	69	24	....	2
11	3	57	6	5	2	8	5	2	71	88	88	88	88	17	....	
12	87	71	13	2	98	10	44	5	193	303	307	289	289	79	....	5
13	30	46	7	1	15	15	6	5	76	122	122	79	65	31	....	1
14	8	52	3	1	18	24	22	5	110	133	133	61	95	23	....	
15	8	38	5	....	4	2	2	1	46	59	59	59	59	13	....	
16	17	81	4	1	22	30	5	15	104	170	170	139	162	62	....	3
17	12	37	3	3	3	....	7	....	44	59	57	57	57	18	....	
18	5	36	7	....	1	9	13	2	49	73	73	73	50	24	....	
19	18	48	5	1	12	10	10	....	74	102	102	73	61	28	....	
20	32	64	7	....	24	16	15	12	106	165	165	143	143	40	....	13
21	30	58	3	3	26	20	14	4	102	156	156	155	96	56	....	
22	11	45	6	1	8	6	1	....	60	77	77	76	36	1	....	
23	....	28	1	1	1	1	1	....	17	33	33	33	23	16	....	
24	29	42	3	1	6	9	8	....	72	95	95	95	54	24	....	
25	19	62	2	....	5	6	5	2	74	101	101	101	64	25	....	
26	6	22	2	1	6	8	6	7	43	58	58	58	58	58	....	
27	29	73	12	5	57	14	47	4	153	235	230	219	219	55	....	8
28	6	17	2	2	13	10	7	1	44	58	58	58	58	14	....	
29	5	32	6	1	5	10	1	....	58	60	60	56	37	18	....	4
30	11	39	7	....	35	3	28	3	92	126	126	113	49	20	....	14
31	31	57	7	1	18	15	....	2	92	130	130	112	112	36	....	2
32	....	56	2	2	21	17	8	1	83	107	107	105	105	22	....	2
33	3	77	8	....	12	15	10	1	84	123	123	81	67	32	....	4
34	....	30	2	....	....	9	12	....	44	53	53	53	53	9	....	
35	31	96	12	....	19	4	7	1	128	170	170	164	101	34	....	5
36	17	51	3	1	15	2	7	1	79	97	93	60	57	24	....	
37	19	53	3	6	40	10	....	....	131	131	131	126	131	28	....	7
38	5	42	3	....	7	4	4	....	51	65	65	65	37	14	....	
39	13	65	8	....	7	8	....	7	83	83	106	106	59	23	....	
40	5	11	5	1	14	6	14	2	51	58	58	43	21	7	....	
41	19	26	4	2	30	11	23	5	89	120	120	88	63	31	....	
42	23	45	6	1	31	4	7	2	86	119	119	113	113	37	....	4
43	7	46	3	....	1	3	4	5	47	68	67	63	40	18	....	2
44	8	6	1	....	9	4	2	6	24	36	36	36	36	9	....	3
45	16	67	3	1	18	2	11	5	92	123	121	121	67	29	....	
46	17	63	8	....	4	12	....	5	77	106	107	70	57	25	....	4
47	10	9	6	5	76	5	17	5	90	133	133	84	57	19	....	2
48	12	45	9	1	12	4	9	8	55	97	97	82	55	27	....	9
49	14	28	6	....	25	4	9	2	66	54	88	88	54	22	....	
50	14	67	1	....	2	4	8	9	74	103	103	60	72	29	....	
51	22	62	6	....	11	1	12	4	80	112	112	112	112	32	....	
52	17	7	2	....	28	38	22	4	99	118	118	118	118	19	....	

**COLLEGIATE INSTITUTES**  
**III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS**

		Number of Pupils in the Various Subjects											
High Schools		Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	German	Latin	Greek
1	Alexandria .....		91	91	91	106	43	.....	105	.....	.....	105	.....
2	Alliston .....		72	72	72	88	54	.....	92	.....	.....	70	.....
3	Almonte .....	2	81	81	81	100	53	5	58	.....	1	69	.....
4	Amherstburg .....		27	31	31	45	27	.....	38	.....	.....	40	.....
5	Arnprior .....	4	143	143	143	203	116	7	194	.....	21	181	.....
6	Arthur .....		55	55	55	79	48	4	38	.....	3	48	.....
7	Athens .....		105	105	121	153	84	.....	92	.....	.....	125	.....
8	Aurora .....	1	69	69	69	113	72	9	101	.....	.....	95	.....
9	Avonmore .....		54	54	54	75	36	.....	37	.....	.....	34	.....
10	Aylmer .....	4	96	96	96	124	71	3	102	.....	.....	95	.....
11	Beamsville .....		71	71	71	88	49	.....	88	.....	.....	88	.....
12	Belleville .....	12	233	233	233	312	177	9	262	.....	4	262	1
13	Bowmanville .....	8	82	48	75	123	72	8	100	.....	2	100	1
14	Bracebridge .....		110	70	110	133	95	.....	112	.....	.....	104	.....
15	Bradford .....		46	46	46	59	59	.....	58	.....	.....	57	.....
16	Brampton .....	2	104	60	104	170	170	7	171	.....	18	168	10
17	Brighton .....		44	44	45	64	35	.....	47	.....	.....	51	.....
18	Burlington .....		49	49	49	73	50	.....	68	.....	.....	65	.....
19	Caledonia .....		74	74	77	103	101	.....	96	.....	.....	92	.....
20	Campbellford .....	5	106	106	106	166	98	14	154	.....	6	155	.....
21	Carleton Place .....		102	102	102	157	94	.....	141	.....	.....	144	.....
22	Cayuga .....		60	60	60	78	38	1	72	.....	.....	72	.....
23	Chatsworth .....		17	17	17	33	23	.....	26	.....	.....	30	.....
24	Chesley .....	3	72	72	72	96	54	.....	77	.....	6	80	.....
25	Chesterville .....		76	76	74	101	64	.....	88	.....	.....	76	.....
26	Colborne .....		43	43	43	58	37	.....	50	.....	.....	51	.....
27	Cornwall .....	8	163	92	165	232	128	9	147	.....	4	157	.....
28	Deseronto .....		44	44	44	58	37	.....	41	.....	.....	44	.....
29	Dundalk .....	4	38	38	38	60	41	4	50	.....	.....	50	.....
30	Dundas .....		92	92	92	99	57	14	112	.....	.....	99	.....
31	Dunnville .....	1	92	92	92	130	130	2	121	.....	1	129	7
32	Durham .....		83	83	83	107	55	2	45	.....	.....	77	.....
33	Dutton .....	3	84	84	84	123	73	7	74	.....	.....	70	.....
34	Elora .....		44	44	44	53	30	.....	45	.....	.....	40	.....
35	Essex .....		128	128	128	170	101	6	159	.....	3	157	.....
36	Exeter .....		69	69	69	95	59	.....	66	.....	.....	66	.....
37	Fergus .....	6	131	131	90	126	126	7	125	.....	.....	128	.....
38	Flesherton .....		51	51	51	65	37	.....	37	.....	.....	50	.....
39	Forest .....	2	83	83	83	106	55	.....	93	.....	.....	94	.....
40	Fort Frances .....		50	51	51	57	21	.....	40	.....	.....	40	.....
41	Gananoque .....		89	89	89	120	63	.....	92	.....	.....	83	.....
42	Georgetown .....	1	76	42	75	118	75	4	75	.....	1	90	1
43	Glencoe .....		47	48	48	69	44	2	36	.....	.....	35	.....
44	Gravenhurst .....		24	24	24	36	22	3	31	.....	.....	33	.....
45	Grimsby .....		92	92	92	122	67	.....	109	.....	.....	114	.....
46	Hagersville .....	3	77	77	77	106	101	4	97	.....	.....	97	.....
47	Haileybury .....		102	90	102	133	62	19	74	.....	.....	73	.....
48	Harriston .....	4	55	55	55	98	71	14	80	.....	6	89	.....
49	Hawkesbury .....		66	66	66	87	52	.....	88	.....	.....	81	.....
50	Iroquois .....	2	74	74	74	103	72	.....	79	.....	.....	92	.....
51	Kemptville .....	6	81	79	81	112	77	.....	103	.....	.....	106	.....
52	Kenora .....		99	99	99	118	45	.....	68	.....	.....	60	.....

## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the Various Subjects—Continued												Special Courses				
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)	
1	91	91	15	106	....	91	....	....	91	106	....	....	....	....	....	
2	62	62	88	88	....	62	....	....	68	88	....	....	....	....	....	7
3	82	82	48	98	....	81	12	....	81	100	....	....	....	....	....	
4	27	27	27	45	....	31	....	....	22	49	....	....	....	....	....	
5	4	4	53	53	....	143	....	....	143	204	....	....	....	....	....	
6	55	55	43	79	....	32	....	....	55	79	....	61	....	....	....	
7	105	105	84	154	....	69	....	....	105	154	....	58	....	....	....	
8	69	69	63	110	....	69	41	....	72	113	....	....	....	....	....	5
9	54	54	36	36	....	54	....	....	54	74	....	....	....	....	....	
10	101	101	76	125	6	51	....	....	96	128	....	....	....	....	....	
11	71	71	49	88	....	71	....	....	71	88	....	30	....	38	....	
12	222	222	233	303	5	135	66	44	81	328	50	21	....	66	3	
13	....	....	31	122	....	48	....	....	82	125	....	40	....	....	....	
14	110	110	95	133	....	70	....	....	110	133	....	....	....	....	....	
15	46	46	31	59	....	46	....	....	46	60	....	....	....	....	....	
16	1	1	109	165	3	60	12	....	98	175	....	....	....	....	....	
17	44	44	37	64	....	44	....	....	39	65	....	....	....	....	....	
18	49	49	50	73	....	23	....	....	47	73	....	....	....	....	....	
19	74	74	59	102	....	43	....	....	74	104	....	....	....	....	....	
20	111	111	86	165	5	108	70	8	106	168	2	....	....	....	....	
21	102	102	94	156	....	62	....	....	102	153	....	....	....	....	....	
22	60	60	36	76	....	60	40	....	60	78	....	....	....	....	....	
23	17	17	23	33	....	17	....	....	17	33	....	....	....	....	....	
24	75	75	78	95	3	....	....	....	76	95	....	....	....	....	....	
25	65	65	64	101	....	37	....	....	64	100	....	....	....	....	....	
26	40	40	37	58	....	43	....	....	40	58	....	....	....	....	....	
27	148	148	122	203	7	109	72	29	104	238	29	....	....	68	....	
28	44	44	37	58	....	44	....	....	32	58	....	....	....	....	....	
29	38	38	37	56	....	38	....	....	38	60	....	....	....	....	....	
30	65	65	43	57	....	92	48	27	92	126	27	....	....	....	....	
31	93	93	125	125	1	92	10	10	88	131	....	....	....	....	....	
32	83	83	53	107	....	83	....	....	90	107	....	....	....	....	....	5
33	87	87	70	128	3	49	....	....	84	126	....	....	....	....	....	
34	44	44	53	30	....	44	....	....	40	53	....	....	....	....	....	
35	121	121	164	164	....	128	....	....	127	163	....	70	....	....	....	
36	....	65	59	95	....	36	....	....	65	97	....	....	....	....	....	
37	104	104	128	128	4	131	....	....	90	131	....	....	....	....	....	
38	51	51	37	65	....	51	13	....	51	65	....	....	....	....	....	
39	85	85	25	106	2	83	....	....	83	108	....	....	....	....	....	
40	50	50	21	50	....	50	26	18	50	58	20	....	....	....	....	
41	89	89	63	120	....	89	20	....	67	120	....	....	....	....	....	
42	52	52	75	114	....	76	14	7	32	119	....	12	....	....	....	1
43	47	47	66	68	....	47	....	....	47	69	....	....	....	....	....	
44	24	24	22	36	....	24	14	3	24	36	....	....	....	....	....	
45	92	92	68	123	....	92	....	....	92	123	....	....	....	....	....	
46	79	79	60	106	3	77	....	....	77	106	....	....	....	....	....	
47	39	39	68	122	29	69	....	....	43	131	....	....	....	....	....	
48	58	58	58	91	4	27	....	....	52	99	....	....	....	....	....	
49	66	66	52	86	....	66	....	....	66	88	....	....	....	....	....	
50	76	76	74	72	2	74	....	....	74	105	....	....	....	....	....	
51	85	85	83	112	6	35	35	....	79	118	....	....	....	....	....	
52	25	25	32	32	....	99	73	45	25	116	....	....	....	....	....	



## COLLEGIATE INSTITUTES

## III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

High Schools—Continued	Pupils						Number of Pupils in—			Number of Pupils from—		
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary school	Boys on the roll for the year	Girls on the roll for the year	Average daily Attendance	F. I F. II	Lower School	Middle School	Upper School	Municipalities forming High School District	Municipalities within the County or Territorial District	
53 Kincardine.....	158	45	52	106	136	56	45	50	7	76	82	
54 Leamington.....	202	71	89	113	159	78	69	44	11	85	90	
55 Listowel.....	156	51	74	82	127	66	28	51	11	76	66	
56 Lucan.....	87	34	52	35	63	44	22	17	4	34	53	
57 Madoc.....	102	31	32	70	60	33	39	28	2	36	64	
58 Markdale.....	53	19	20	33	44	19	19	15	....	51	2	
59 Markham.....	117	36	49	68	86	36	31	32	18	22	87	
60 Meaford.....	119	46	46	73	104	59	41	13	6	84	34	
61 Midland.....	128	43	50	78	102	55	34	33	6	110	18	
62 Milton.....	111	48	38	73	82	55	28	28	....	51	60	
63 Mitchell.....	95	33	43	52	83	39	30	26	....	50	45	
64 Morewood.....	42	4	26	16	29	6	24	12	....	33	3	
65 Mount Forest.....	118	43	50	68	95	46	35	33	4	51	30	
66 Newburgh.....	82	24	21	61	55	36	33	13	....	21	61	
67 Newcaste.....	18	8	6	12	15	8	6	4	....	10	8	
68 Newmarket.....	204	70	93	111	153	94	51	44	15	93	97	
69 Niagara.....	27	8	10	17	23	13	9	5	....	21	6	
70 Niagara Falls South.	111	39	57	54	90	45	43	15	8	60	51	
71 Norwood.....	80	27	33	47	68	32	32	16	....	36	32	
72 Oakville.....	128	52	62	66	96	58	41	29	....	59	69	
73 Omemee.....	41	17	14	27	35	19	11	11	....	16	20	
74 Orangeville.....	148	56	64	84	91	65	39	36	8	73	38	
75 Oshawa.....	210	80	101	109	169	90	79	29	12	175	20	
76 Paris.....	104	37	43	61	88	49	34	11	10	62	39	
77 Parkhill.....	128	43	51	77	103	45	51	23	9	41	72	
78 Parry Sound.....	84	49	27	57	69	49	23	12	....	70	13	
79 Pembroke.....	180	59	103	77	137	69	52	55	4	144	34	
80 Penetanguishene....	62	29	25	37	52	37	11	14	....	53	8	
81 Petrolia.....	136	58	59	77	111	64	38	31	3	79	56	
82 Plantagenet.....	53	17	23	30	42	19	26	8	....	41	10	
83 Port Dover.....	59	29	24	35	50	30	17	12	....	43	13	
84 Port Elgin.....	73	18	23	50	53	28	25	20	....	32	41	
85 Port Hope.....	146	54	63	83	123	60	45	38	3	102	44	
86 Port Perry.....	87	27	44	43	72	30	33	17	7	31	37	
87 Port Rowan.....	32	12	15	17	23	15	12	5	....	13	19	
88 Prescott.....	110	42	57	53	85	47	33	22	8	79	31	
89 Richmond Hill.....	73	26	29	44	52	29	27	17	....	15	57	
90 Ridgetown.....	147	54	64	83	106	54	59	26	8	59	88	
91 Rockland.....	31	12	15	16	21	15	8	8	....	24	7	
92 Sault Ste. Marie....	289	110	127	162	273	136	83	59	11	272	17	
93 Shelburne.....	76	28	35	41	59	30	20	26	....	41	30	
94 Simcoe.....	145	45	58	87	107	48	33	52	12	54	91	
95 Smithville.....	59	17	28	31	50	18	20	21	....	27	25	
96 Stirling.....	76	32	33	43	62	30	20	24	2	27	47	
97 Streetsville.....	41	17	14	27	23	19	13	9	....	13	28	
98 Sudbury.....	201	73	80	121	158	74	76	38	13	141	56	
99 Sydenham.....	121	45	50	71	102	48	36	33	4	119	.....	
100 Thorold.....	58	22	33	25	45	27	16	15	....	36	11	
101 Tillsonburg.....	121	41	58	63	103	52	39	25	5	69	21	
102 Toronto, Commerce..	957	472	281	676	765	512	288	*157	....	934	21	
103 Toronto, North.....	262	105	133	129	204	105	72	73	12	237	25	
104 Trenton.....	167	37	64	103	130	53	55	55	4	115	17	

\* 3rd and 4th years

## AND HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils from Families whose Head  
is occupied as below—

Number of Pupils in the various Subjects

Other Counties or Districts	Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring occupations	Other occupa- tions	Without occupation	English Grammar	English Com- position and Rhetoric	English Literature	Canadian History	British History	Ancient History	Medieval History
53 ....	20	80	6	....	11	21	5	15	101	157	157	101	95	50	5
54 27	36	102	7	2	31	1	15	8	147	198	197	191	113	40	2
55 14	31	69	8	4	27	3	6	8	94	155	155	145	100	51	8
56 ....	14	46	8	....	8	6	3	2	66	83	83	83	49	17	....
57 2	21	49	4	....	16	4	5	3	72	97	97	72	62	28	2
58 ....	10	27	....	....	....	5	11	....	38	53	51	51	51	14	....
59 8	12	73	12	....	6	6	3	5	67	105	105	99	99	32	2
60 1	27	37	5	1	25	16	8	....	89	113	113	113	54	13	....
61 ....	22	22	6	1	28	20	29	....	89	122	122	122	67	33	....
62 ....	22	49	3	4	10	8	15	....	83	111	111	111	56	26	....
63 ....	22	47	3	2	13	5	3	....	69	95	95	94	55	26	....
64 6	2	28	2	4	3	2	1	....	30	40	40	40	34	10	....
65 37	30	62	7	....	5	1	4	9	81	118	118	114	68	33	4
66 ....	12	59	....	....	7	2	....	2	69	82	82	82	82	13	....
67 ....	2	11	....	....	2	1	2	....	14	18	18	18	10	4	....
68 14	37	76	14	5	22	43	4	3	111	202	202	189	116	44	8
69 ....	4	7	....	1	8	....	3	4	24	27	27	27	14	5	....
70 ....	24	28	3	4	30	7	15	....	71	82	82	97	97	15	4
71 12	10	46	2	1	7	8	5	1	64	79	79	79	79	15	....
72 ....	19	53	5	2	19	18	12	....	99	128	128	128	74	29	....
73 5	2	30	2	....	5	1	1	....	30	41	41	41	22	11	....
74 37	10	64	9	....	16	2	26	21	104	144	143	140	75	36	2
75 15	38	31	18	1	68	21	18	15	145	208	208	143	108	29	3
76 3	11	42	2	....	39	4	6	....	80	104	104	60	104	11	10
77 15	16	62	6	1	13	7	19	4	96	128	128	96	83	23	3
78 1	16	6	3	....	27	14	14	4	72	84	84	84	35	12	....
79 2	26	36	10	1	33	37	23	14	120	179	180	87	96	55	2
80 1	8	9	3	....	17	12	13	....	48	61	62	62	25	14	....
81 1	15	40	3	2	31	6	39	....	102	136	136	133	69	31	3
82 2	1	32	1	....	7	3	6	3	45	53	53	53	29	8	....
83 3	8	21	2	2	2	7	15	2	47	59	59	59	59	12	....
84 ....	9	39	2	....	10	5	4	4	53	73	73	73	45	20	....
85 ....	3	44	2	....	30	31	36	....	85	145	145	143	143	38	....
86 19	18	42	6	1	7	3	3	7	63	85	85	80	50	17	2
87 ....	3	17	2	....	2	2	6	....	27	32	32	32	17	5	....
88 ....	17	33	3	....	24	15	11	7	80	109	109	102	55	22	8
89 1	3	38	4	....	18	2	2	6	56	73	73	56	44	17	....
90 ....	12	94	3	1	5	6	26	....	113	145	145	139	139	26	6
91 ....	7	10	1	....	2	11	....	....	23	31	31	31	16	8	....
92 ....	90	19	22	9	89	5	55	....	229	285	285	180	141	59	5
93 5	17	35	13	....	2	5	3	1	50	73	73	72	42	22	....
94 ....	25	69	11	2	27	10	1	....	81	140	140	81	140	60	5
95 7	10	32	8	1	4	1	1	2	38	59	59	39	41	21	....
96 2	5	45	6	....	6	4	6	4	50	76	76	76	46	26	2
97 ....	5	19	2	1	5	3	6	....	32	41	41	41	41	9	....
98 4	58	12	14	2	67	42	6	....	108	201	199	150	188	38	....
99 2	19	74	5	....	3	10	4	6	84	121	121	117	69	31	4
100 11	10	12	....	1	27	....	8	....	43	58	58	58	58	15	....
101 31	32	41	6	3	13	11	12	3	91	120	121	116	116	25	2
102 2	316	10	4	8	373	66	114	66	512	957	957	512	445	....	....
103 ....	74	10	32	5	98	16	5	22	177	261	261	213	250	73	6
104 35	36	49	10	....	33	19	10	10	108	167	167	163	163	55	3

## COLLEGIATE INSTITUTES

## III. TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

	Number of Pupils in the Various Subjects—Continued											
High Schools—Continued	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	German	Latin	Greek
53 Kincardine .....	2	101	101	101	157	101	6	126	....	10	126	....
54 Leamington .....	....	148	147	147	201	122	9	174	....	....	161	....
55 Listowel .....	1	92	92	94	135	87	8	127	....	8	125	....
56 Lucan .....	4	66	66	66	66	39	....	75	....	....	74	....
57 Madoc .....	....	72	72	72	97	64	2	59	....	....	66	....
58 Markdale .....	....	38	38	38	53	34	....	31	....	....	31	....
59 Markham .....	12	67	67	67	108	73	9	107	....	....	108	....
60 Meaford .....	6	113	113	96	113	48	....	78	....	1	89	....
61 Midland .....	3	89	89	89	125	125	4	126	....	....	126	....
62 Milton .....	....	83	55	84	111	56	....	52	....	....	52	....
63 Mitchell .....	....	69	69	69	95	56	....	83	....	5	82	....
64 Morewood .....	....	31	30	30	40	34	....	34	....	....	34	....
65 Mount Forest .....	....	81	81	81	117	72	3	92	....	3	103	....
66 Newburgh .....	....	69	69	69	82	46	....	56	....	....	63	....
67 Newcastle .....	....	14	14	14	18	10	....	18	....	....	18	....
68 Newmarket .....	4	155	142	128	203	92	14	105	....	4	110	1
69 Niagara .....	....	24	22	24	27	14	....	26	....	8	26	....
70 Niagara Falls South ..	4	82	71	88	107	45	4	71	....	....	78	....
71 Norwood .....	....	64	64	64	80	79	....	73	....	....	74	....
72 Oakville .....	....	99	99	99	125	74	....	102	....	2	106	....
73 Omemee .....	....	30	30	30	41	22	....	33	....	....	34	....
74 Orangeville .....	2	104	104	104	123	77	2	136	....	6	117	2
75 Oshawa .....	3	169	114	169	151	96	7	200	....	17	147	4
76 Paris .....	2	80	49	83	101	55	10	64	....	1	44	2
77 Parkhill .....	....	96	96	96	128	80	6	88	....	....	91	....
78 Parry Sound .....	....	72	72	72	84	35	....	58	....	....	61	....
79 Pembroke .....	3	120	80	95	153	99	4	154	....	4	140	6
80 Penetanguishene .....	....	48	48	48	62	25	....	61	....	....	48	....
81 Petrolia .....	....	102	102	102	136	72	3	97	....	....	88	....
82 Plantagenet .....	....	45	45	45	29	29	....	50	....	....	33	....
83 Port Dover .....	....	47	47	48	59	29	....	35	....	....	36	....
84 Port Elgin .....	....	53	53	53	73	73	....	58	....	....	56	....
85 Port Hope .....	1	85	65	85	145	65	1	105	....	9	96	1
86 Port Perry .....	4	59	60	63	85	55	4	54	....	5	78	....
87 Port Rowan .....	....	27	27	27	32	17	....	32	....	....	32	....
88 Prescott .....	....	80	80	80	101	53	8	102	....	....	96	....
89 Richmond Hill .....	....	56	56	56	73	44	....	64	....	....	63	....
90 Ridgetown .....	2	113	113	113	145	145	5	129	....	2	135	....
91 Rockland .....	....	23	23	23	31	16	....	24	....	....	23	....
92 Sault Ste. Marie .....	....	219	219	219	289	133	11	212	....	....	157	....
93 Shelburne .....	....	50	50	51	74	74	....	66	....	....	70	....
94 Simcoe .....	....	81	81	81	130	75	6	55	....	8	70	....
95 Smithville .....	....	38	38	38	59	41	....	31	4	....	37	....
96 Stirling .....	....	50	50	51	76	46	2	46	....	....	43	....
97 Streetsville .....	....	32	32	32	41	22	....	31	....	....	32	....
98 Sudbury .....	....	140	150	140	140	75	3	117	....	....	98	....
99 Sydenham .....	....	84	84	84	121	73	4	112	....	1	110	....
100 Thorold .....	....	43	43	43	58	31	....	54	....	....	46	....
101 Tillsonburg .....	1	91	91	91	120	61	4	100	....	....	99	....
102 Toronto, Commerce ..	....	800	471	874	702	....	....	895	15	....	....	....
103 Toronto, North .....	5	177	177	177	259	154	7	259	....	63	255	8
104 Trenton .....	3	108	108	111	167	114	5	90	....	....	146	....



AND HIGH SCHOOLS—Continued

AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of Pupils in the various subjects—Continued

Special Courses

Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
53	102	102	96	157	1	56	...	...	116	157	...	101	...	...	15
54	147	147	113	197	...	147	...	...	125	202	...	108	...	...	...
55	75	75	53	133	1	94	33	21	77	155	21	...	...	...	1
56	63	63	43	17	4	66	...	...	66	86	...	...	...	...	...
57	...	72	62	97	...	33	...	...	72	102	...	...	...	...	5
58	38	38	34	34	...	38	...	...	38	53	...	...	...	...	...
59	79	79	75	112	13	67	...	...	67	117	...	...	...	...	...
60	75	75	53	87	6	95	92	26	70	119	26	...	...	...	...
61	92	92	70	123	3	55	...	...	89	128	...	...	...	...	...
62	83	83	56	111	...	83	...	...	83	111	...	...	...	...	...
63	67	67	56	95	...	69	...	...	72	95	...	...	...	...	5
64	30	30	34	40	...	30	...	...	30	42	...	...	...	...	...
65	81	81	65	117	...	81	...	...	89	115	...	...	...	...	8
66	69	69	46	82	...	36	...	...	69	82	...	...	...	...	4
67	14	14	10	18	...	14	...	...	14	18	...	...	...	...	...
68	88	88	82	140	2	128	84	56	45	203	56	...	...	...	2
69	24	24	12	25	...	22	10	9	13	27	...	...	...	...	...
70	62	62	45	79	4	56	28	29	86	111	29	42	...	38	...
71	64	64	47	47	...	64	...	...	63	80	...	...	...	...	...
72	34	34	74	20	...	99	15	17	38	128	17	32	...	...	...
73	...	...	11	11	...	30	...	...	30	41	...	...	...	...	...
74	87	86	77	121	3	104	73	20	83	147	20	...	...	...	5
75	84	84	84	140	5	138	59	59	82	210	59	...	...	...	...
76	80	80	13	21	...	52	57	27	80	103	...	...	...	...	...
77	96	96	74	128	...	45	...	...	98	128	...	...	...	...	...
78	67	67	35	84	...	35	...	...	62	84	...	...	...	...	...
79	97	97	55	57	...	80	55	26	31	179	26	...	...	...	...
80	48	48	25	62	...	48	48	15	48	62	15	...	...	...	...
81	102	102	31	34	...	102	...	...	102	136	...	...	...	...	...
82	45	45	53	53	...	45	...	...	45	53	...	...	...	...	...
83	47	47	29	59	...	47	...	...	47	57	...	...	...	...	...
84	...	...	45	73	...	28	...	5	53	73	...	...	...	...	...
85	1	1	59	101	...	85	43	43	30	144	43	34	...	...	...
86	66	66	50	82	...	57	...	...	57	87	...	18	...	11	...
87	27	27	17	32	...	27	...	...	27	32	...	...	...	...	...
88	80	80	54	109	...	47	22	...	71	110	...	...	...	...	...
89	51	51	56	73	...	56	...	...	51	72	...	...	...	...	...
90	114	114	85	144	...	113	51	...	113	147	...	...	...	...	1
91	23	23	8	31	...	23	...	...	23	31	...	...	...	...	...
92	58	58	121	230	...	165	51	51	55	289	...	...	92	138	10
93	50	50	43	74	...	...	20	...	50	76	...	...	...	...	...
94	52	52	120	120	2	81	36	...	87	145	...	...	...	...	8
95	38	38	41	59	...	18	...	...	26	59	...	...	...	...	...
96	50	50	46	76	...	50	...	...	50	76	...	...	...	...	...
97	29	29	12	41	...	41	9	3	29	40	...	...	...	...	...
98	130	130	47	49	...	53	53	53	59	201	53	...	...	...	...
99	84	84	69	121	...	84	...	...	84	121	...	...	...	...	...
100	31	31	31	58	...	43	18	...	43	58	...	...	...	...	...
101	93	93	67	66	3	90	90	...	91	121	...	...	...	...	...
102	800	800	73	873	...	931	957	957	62	957	957	...	...	...	15
103	138	138	143	145	...	105	95	...	130	256	...	...	...	...	...
104	33	33	110	166	...	108	...	...	36	167	...	...	...	...	...

**COLLEGIATE INSTITUTES AND**  
**III.—TABLE M.—ATTENDANCE, PUPILS IN THE SCHOOLS**

High Schools— Concluded	Pupils					Number of Pupils in—				Number of Pupils from—		
	Total number of pupils on the roll for the year	Number of pupils admitted for the first time to a secondary School	Boys on the roll for the year	Girls on the roll for the year	Average daily Attendance	Lower School		Middle School	Upper School	Municipalities forming High School District	Municipalities within the County or Territorial District	Other Counties or Districts
						F. I	F. II					
105 Tweed .....	77	22	22	55	62	24	35	14	4	40	37	.....
106 Uxbridge ...	134	42	54	80	109	58	34	30	12	51	77	6
107 Vienna .....	27	12	13	14	22	12	10	5	.....	24	.....	3
108 Walkerton..	97	37	43	54	79	48	24	20	5	54	42	1
109 Wallaceburg	120	45	46	74	97	55	38	20	7	85	26	9
110 Wardsville..	38	14	19	19	28	15	15	8	.....	15	15	8
111 Waterdown..	71	28	24	47	54	30	24	17	.....	54	7	10
112 Waterford ..	62	25	21	41	49	30	20	12	.....	62	.....	.....
113 Watford....	107	36	40	67	85	37	33	29	8	37	62	8
114 Welland ....	219	68	108	111	170	102	67	40	10	108	111	.....
115 Weston.....	168	53	81	87	127	65	57	46	.....	70	92	6
116 Whitby .....	130	59	56	74	94	67	32	26	5	64	64	2
117 Wiarton .....	95	20	41	54	73	26	27	37	5	49	24	22
118 Williams-town .....	92	27	42	50	80	32	45	15	.....	89	3	.....
119 Winchester .	138	28	62	76	111	49	49	31	9	68	60	10
120 Wingham...	137	41	53	84	107	45	37	45	10	69	59	9
1 Totals, High Schools ....	14,047	4,924	5,791	8,256	11,099	5,829	4,391	3,302	525	8,333	5,014	700
2 Totals, Collegiate Institutes	18,989	6,731	8,890	10,099	15,717	7,664	5,460	4,868	997	14,909	3,512	568
3 Grand Totals, 1919-1920 ..	33,036	11,655	14,681	18,355	26,816	13,493	9,851	8,170	1,522	23,242	8,526	1,268
4 Grand Totals, 1918-1919 ..	30,732	11,448	13,228	17,504	24,500	12,792	8,933	7,519	1,488	21,458	7,997	1,277
5 Increases.....	2,304	207	1,453	851	2,316	701	918	651	34	1,784	529	.....
6 Decreases.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9
7 Percentages ..	.....	35.27	44.43	55.56	81.17	40.84	29.81	24.73	4.60	70.35	25.80	3.83

## HIGH SCHOOLS—Continued

## AND IN THE VARIOUS SUBJECTS, ETC.—Continued

Number of pupils from families whose head is occupied as below—									Number of Pupils in the Various Subjects						
Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation		English Grammar	English Composition and Rhetoric	English Literature	Canadian History	British History	Ancient History	Mediaeval History
105	11	27	2	1	17	9	8	2	59	77	77	73	73	14	4
106	35	78	4	2	3	5	.....	7	92	123	123	88	64	30	1
107	3	18	.....	1	5	.....	.....	.....	22	27	27	27	15	5	.....
108	24	39	6	2	13	8	.....	5	72	92	92	92	92	20	.....
109	22	37	7	3	28	16	6	1	113	120	120	75	58	20	7
110	6	23	4	.....	2	1	1	1	30	38	38	38	23	8	.....
111	9	46	3	1	7	1	4	.....	54	71	71	71	41	17	.....
112	7	35	6	.....	1	8	5	.....	50	62	62	58	28	12	.....
113	13	76	6	.....	11	1	.....	.....	70	101	101	99	62	29	5
114	53	67	12	4	71	8	2	2	169	215	215	209	209	40	6
115	24	54	6	.....	34	6	19	25	67	168	168	87	81	46	.....
116	15	59	14	1	11	12	14	4	79	116	124	116	54	24	4
117	14	35	2	1	6	11	12	14	53	94	94	89	63	36	5
118	10	68	4	.....	3	2	3	2	77	92	92	51	60	15	.....
119	20	90	1	.....	12	5	7	3	98	129	129	129	80	31	.....
120	12	66	11	.....	17	9	19	3	82	136	136	82	127	45	9
1	2,401	5,370	668	146	2,517	1,145	1,281	519	9,733	13,746	13,799	11,767	9,619	3,127	256
2	5,316	3,318	901	333	4,295	1,361	2,609	856	11,995	18,464	18,503	14,357	12,755	4,466	412
3	7,717	8,688	1,569	479	6,812	2,506	3,890	1,375	21,728	32,210	32,302	26,124	22,374	7,593	668
4	7,194	8,367	1,629	535	6,237	2,107	3,424	1,239	20,655	29,902	29,914	25,160	21,093	6,753	650
5	523	321	.....	.....	575	399	466	136	1,073	2,308	2,388	964	1,281	840	18
6	.....	.....	60	56	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	23.36	26.29	4.75	1.45	20.62	7.58	11.77	4.16	65.77	97.49	97.77	79.07	67.72	22.98	2.02



COLLEGIATE INSTITUTES AND

III.—TABLE M—ATTENDANCE, PUPILS IN THE SCHOOLS

Number of Pupils in the Various Subjects—Concluded												
High Schools— Concluded	Modern History	Geography	Reading	Arithmetic and Mensuration	Algebra	Geometry	Trigonometry	French	Spanish	German	Latin	Greek
105 Tweed .....	....	59	59	59	77	53	4	61	....	....	57	....
106 Uxbridge .....	6	92	92	92	126	68	4	131	....	7	128	....
107 Vienna .....	....	22	22	22	22	15	....	21	....	....	22	....
108 Walkerton .....	5	72	72	72	92	44	....	37	....	3	52	....
109 Wallaceburg .....	....	93	93	93	120	65	7	85	....	3	94	....
110 Wardsville .....	....	30	30	30	38	23	....	15	....	....	22	....
111 Waterdown .....	....	54	54	54	71	41	....	68	....	....	65	....
112 Waterford .....	....	50	50	50	62	32	....	61	....	....	48	....
113 Watford .....	3	70	70	70	102	101	5	82	....	....	78	....
114 Welland .....	4	169	169	169	181	103	4	146	....	1	170	....
115 Weston .....	....	67	67	124	168	102	....	156	....	4	159	1
116 Whitby .....	3	78	99	93	106	56	4	101	....	....	71	....
117 Wiarton .....	....	53	53	54	94	67	4	55	....	....	58	....
118 Williamstown .....	....	77	77	77	92	60	....	89	....	....	89	....
119 Winchester .....	9	98	98	98	129	80	....	89	....	4	84	....
120 Wingham .....	2	82	82	83	136	91	9	115	....	4	113	5
1 Totals, High Schools .....	175	10,161	9,431	10,237	13,267	7,779	356	11,093	19	259	10,154	50
2 Totals, Collegiate Institutes .....	346	12,628	10,387	12,751	17,518	10,647	701	15,220	105	1,444	14,266	297
3 Grand Totals, 1919-1920 .....	521	22,789	19,818	22,988	30,785	18,426	1,057	26,313	124	1,703	24,420	347
4 Grand Totals, 1918-1919 .....	532	21,240	18,777	21,274	28,847	16,703	1,136	23,932	25	1,638	22,602	412
5 Increases .....	....	1,549	1,041	1,714	1,958	1,723	....	2,381	99	65	1,818	....
6 Decreases .....	11	....	....	....	....	....	79	....	....	....	....	65
7 Percentages .....	1.57	68.98	59.98	69.58	93.18	55.77	3.19	79.64	.37	5.15	73.91	1.05

## HIGH SCHOOLS---Concluded

## AND IN THE VARIOUS SUBJECTS, ETC.—Concluded

Number of Pupils in the Various Subjects—Concluded											Special Courses				
Zoology	Botany	Chemistry	Physics	Mineralogy	Writing	Bookkeeping	Stenography	Typewriting	Art	Physical Culture	Commercial	Agriculture	Manual Training	Household Science	Art (Middle School)
105 59	59	73	77	...	24	...	...	...	59	77	...	...	...	...	...
106 98	98	64	126	...	92	...	...	...	92	132	...	...	...	...	...
107 22	22	15	27	...	22	...	...	...	22	27	...	...	...	...	...
108 77	77	48	92	4	48	13	...	...	42	96	...	...	...	...	...
109 93	93	58	120	...	93	6	6	6	93	120	...	...	...	...	...
110 30	30	23	23	...	30	...	...	...	30	38	...	...	...	...	...
111 54	54	41	71	...	54	...	...	...	54	71	...	...	...	...	...
112 49	49	32	62	...	50	6	...	...	43	62	...	...	...	...	...
113 73	73	65	104	3	70	...	...	...	70	107	...	...	...	...	...
114 138	138	101	214	3	111	39	34	34	135	218	34	...	...	...	3
115 67	67	102	167	...	67	61	...	27	67	167	...	38	...	...	...
116 53	53	19	92	...	99	29	21	21	39	130	22	41	...	...	...
117 53	53	63	94	...	53	...	...	...	53	94	...	...	...	...	15
118 77	77	15	15	...	77	...	...	...	77	90	...	32	...	...	...
119 107	107	89	129	5	98	...	...	...	98	135	...	107	...	...	...
120 79	78	84	136	2	82	...	...	...	83	137	...	44	...	...	...
1 8,599	8,734	7,142	11,909	147	8,689	2,719	1,664	1,271	7,926	13,976	1,506	889	92	359	118
2 7,385	7,381	7,556	13,543	160	8,458	3,995	2,575	2,173	7,196	18,592	2,459	516	2,347	3,129	385
3 15,984	16,115	14,698	25,452	307	17,147	6,714	4,239	3,444	15,122	32,568	3,965	1,405	2,439	3,488	503
4 15,497	15,524	14,473	24,419	432	16,090	6,495	3,825	3,010	14,652	30,300	3,779	1,145	3,253	3,131	617
5 487	591	225	1,033	...	1,057	219	414	434	470	2,268	186	260	...	357	...
6 .....	.....	.....	.....	125	.....	.....	.....	.....	.....	.....	.....	.....	814	.....	114
7 48.38	48.78	44.49	77.04	.92	51.90	20.32	12.83	10.42	45.77	98.58	12.00	4.25	7.38	10.55	1.52

## INDUSTRIAL, TECHNICAL

## DAY

I. TABLE N.—Attendance, Number of Pupils in the Various

Day Schools	Number of Teachers	Attendance						
		Total number of pupils on the roll for the year	New pupils admitted during the year	Pupils admitted for the first time to a secondary school during the year	Boys on the roll	Girls on the roll	Days the school was open	Average daily attendance for the year
1 Brantford Industrial School .....	7	13	11	11	13	.....	200	8
2 Chatham Industrial School .....	5	31	13	9	23	8	197	17
3 Collingwood School of Navigation .....	2	43	43	43	43	.....	120	25
4 Haileybury, Mining Dep't. of High School .....	8	60	39	19	60	.....	190	38
5 Hamilton Technical and Art School .....	25	634	241	64	484	150	196	371
6 Kingston, School of Navigation .....	3	27	27	27	27	.....	65	15
7 London Industrial and Art School .....	11	192	136	101	128	64	186	106
8 Ottawa Technical School .....	21	589	164	288	145	444	198	116
9 Sault Ste. Marie, Technical Department of High School .....	9	20	15	13	20	.....	181	14
10 Sudbury, Mining Dep't. of High School ..	2	31	10	10	31	.....	179	25
11 Toronto, Technical and Art School .....	82	3,094	732	614	1,922	1,172	187	2,000
12 Windsor Industrial School .....	2	56	38	35	40	16	180	36
Totals 1919-20 .....	177	4,790	1,469	1,234	2,936	1,854	.....	2,771

Number of Pupils in the Various

Day Schools—Continued	Algebra	Geometry	Trigonometry	Shop Mathematics	Surveying and Mapping	General Physics	Electricity	Applied Mechanics
1 Brantford Industrial School .....	13	13	....	13	....	13	13	13
2 Chatham Industrial School .....	31	23	6	23	....	23	.....	.....
3 Collingwood School of Navigation .....	....	43	43	....	....	....	....	....
4 Haileybury, Mining Dep't. of High School .....	30	16	19	16	34	38	.....	.....
5 Hamilton Technical and Art School .....	140	140	....	....	....	327	109	.....
6 Kingston, School of Navigation .....	....	....	....	....	....	....	....	....
7 London Industrial and Art School .....	94	116	....	103	....	136	.....	.....
8 Ottawa Technical School .....	47	128	....	....	....	198	44	.....
9 Sault Ste. Marie, Technical Department of High School .....	20	20	....	20	....	20	20	20
10 Sudbury, Mining Dep't. of High School ..	31	21	21	....	21	21	26	10
11 Toronto, Technical and Art School .....	1,019	1,019	376	701	....	1,143	409	78
12 Windsor Industrial School .....	40	....	20	....	....	32	.....	.....
Totals 1919-20 .....	1,465	1,539	485	876	55	1,951	621	121



# AND ART SCHOOLS

## SCHOOLS

### Branches of Instruction, and Value of Equipment

Number of Pupils from families whose head is occupied as below—																
Commerce	Agriculture	Law, Medicine, Dentistry or the Church	Teaching	The Trades	Labouring occupations	Other occupations	Without occupation	English Literature	Reading	Composition and Spelling	Grammar	History and Civics	Geography	Bookkeeping for Industrial purposes	Arithmetic	
1....	2	...	...	8	2	1	...	13	13	13	13	13	13	.....	13	
2 5	6	...	...	7	10	2	1	31	31	31	8	31	31	31	8	
3....	...	...	...	...	...	43	...	...	...	43	...	...	...	...	43	
4 3	1	...	...	24	1	2	2	29	13	29	13	24	24	...	53	
5 14	36	3	5	151	32	385	8	154	146	146	146	327	234	...	234	
6....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
7 42	25	6	2	67	9	20	21	166	166	166	160	166	140	45	186	
8 32	8	3	4	56	34	61	...	198	198	198	198	198	198	...	198	
9 11	1	...	...	5	...	3	...	20	20	20	20	20	20	...	20	
10 8	...	...	2	13	2	6	...	31	10	31	21	26	10	...	21	
11 263	28	57	27	397	79	330	164	1,348	918	1,348	868	1,348	868	1,134	1,134	
12 10	...	...	...	26	20	...	...	56	32	56	56	56	56	...	56	
388	107	69	40	754	189	853	196	2,046	1,547	2,081	1,503	2,209	1,594	1,210	1,966	

### Branches of Instruction, Etc.—Continued

General Chemistry	Chemistry of the Trades and Industries	Metallurgy and Assaying	Mineralogy and Geology	Mechanical Drawing	Machine Drawing and Design	Architectural Drawing	Sheet Metal Drawing	Machine Shop Work	Forge Work	Foundry Work	General Wood Working	Joinery and Cabinet Making	Pattern Making	Carpentry and Building Construction	Painting and Decorating	Plumbing	Steam and Gas Engines and Power Plants
1 13	...	...	...	13	13	...	...	13	13	...	13	13	13	...	...	...	...
2 8	...	...	...	23	...	...	...	13	...	...	10	...	...	...	...	...	...
3....	...	...	...	...	15	...	...	...	...	...	...	...	...	...	...	...	...
4 56	...	45	60	45	...	...	...	...	...	...	43	57	40	...	...	...	...
5 52	52	...	...	427	...	12	...	183	...	...	...	...	...	...	...	...	...
6....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7 95	...	...	...	122	122	...	...	122	...	...	105	...	20	20	...	...	...
8....	...	...	...	126	126	126	...	...	...	...	119	119	...	49	...	...	...
9 5	5	...	...	20	20	...	...	20	2	...	15	...	...	...	...	...	...
10 31	...	10	31	21	26	...	...	...	...	...	...	...	...	...	...	...	...
11 1,341	75	22	22	869	65	61	256	293	285	285	722	23	195	38	10	13	48
12 24	20	...	...	40	...	...	...	40	40	...	40	...	...	...	...	...	...
1,625	152	77	113	1,706	261	199	256	684	340	285	1,067	212	268	107	10	13	48

# INDUSTRIAL, TECHNICAL DAY

I. TABLE N.—Attendance, number of Pupils in the Various

Day Schools—Continued	Electrical Machinery and Wiring	Printing and Book- binding	Automobile Mechanics	Navigation and Seamanship	Marine Engineering	Elementary Drawing	Colour Study	Lettering	Industrial Design	Illustrating
1 Brantford Industrial School .....						13				
2 Chatham Industrial School.....						8				
3 Collingwood School of Navigation...				28	15	43				
4 Haileybury Mining Dept. of High Sch.										
5 Hamilton Technical and Art School .....		61				70		1	11	
6 Kingston, School of Navigation.....				17						
7 London Industrial and Art School.....	65									
8 Ottawa Technical School .....	44		112			70	70	70		
9 Sault Ste. Marie, Technical Depart- ment of High School.....								20		
10 Sudbury, Mining Dept. of High Sch.										
11 Toronto, Technical and Art School .....	65	235	130			184	154	154	270	154
12 Windsor Industrial School .....										
Totals 1919-20.....	174	296	242	45	15	388	224	245	281	154

Attendance, number of Pupils in the

Day Schools—Concluded	Physical Culture	Motion Picture Operating	Bookkeeping, Shorthand, Typewriting	Telegraphy	Shoe Repairing	Value of		
						Library	Maps and Charts	Laboratory and Work- shop Tables
1 Brantford Industrial School .....	13					\$ 50	\$ 25	\$ 886
2 Chatham Industrial School.....	31					198	12	341
3 Collingwood School of Navigation...						243		250
4 Haileybury, Mining Dpt. of High Sch.	29					154	125	1,984
5 Hamilton Technical and Art School.....	40					423	71	3,497
6 Kingston, School of Navigation.....								
7 London Industrial and Art School...	192							
8 Ottawa Technical School .....	198					153	10	2,822
9 Sault Ste. Marie Technical Depart- ment of High School .....	20							
10 Sudbury, Mining Dept. of High School	31					253		235
11 Toronto Technical and Art School...	1,345	12	248	77	147	3,603	120	43,943
12 Windsor Industrial School.....	56					71		350
Totals 1919-20 .....	1,955	12	248	77	147	5,148	363	54,308

## AND ART SCHOOLS—Continued

## SCHOOLS—Continued

## Branches of Instruction and Value of Equipment—Continued

	Drawing and Painting from Antique	Drawing and Painting from Still Life	Drawing and Painting from Life	Modelling	Pottery	History of Art	Cooking	Housekeeping	Home Economics	Home Nursing	Hygiene and Dietetics	Sewing and Dressmaking	Power Machine Operating	Laundry	Millinery	Embroidery and Lace Making	French	German	Latin
1	...	...	...	...	...	...	8	8	8	8	8	8	...	8	8	8	...	...	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	8	5	...	...	...	...	82	...	17	17	...	87	...	...	87	...	6	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	94	...	...
7	...	...	...	...	...	...	64	...	...	...	61	64	...	45	64	45	42	...	42
8	...	...	...	...	...	...	70	70	70	70	70	70	...	70	70	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	26	...	...
11	93	130	65	112	48	130	602	65	325	136	186	585	15	73	540	48	628	45	410
12	...	...	...	...	...	...	16	16	16	16	16	16	...	16	16	...	16	...	...
	101	135	65	112	48	130	842	159	436	247	341	830	15	212	785	101	812	45	452

## Various Branches of Instruction and Value of Equipment.—Concluded

## Equipment

	Machines and Tools	Scientific Apparatus	Drawing Instruments	Drawing Models	Stoves, Ranges and Utensils	Equipment for Dress- making	Equipment for Millinery	Equipment for Laundry	Equipment for Home Nursing	Equipment for Physical Culture	Other Equipment not specified	Total value of Equipment
1	\$ 2,210	\$ 312	\$ 113	\$ 55	\$ 623	\$ 273	\$ 40	\$	\$ 73	\$	\$	\$ 4,660
2	4,184	426	7	7	1,739	250	34	...	13	...	1,863	9,074
3	...	69	4	...	85	...	...	...	...	...	48	699
4	6,994	1,144	16	...	...	...	...	...	...	...	...	10,417
5	18,599	6,287	289	1,341	338	291	22	...	35	55	3,499	34,747
6	...	...	...	...	...	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...
8	19,546	5,142	35	14	235	9	...	...	...	...	48	28,014
9	...	...	36	...	...	...	...	...	...	...	...	36
10	2,237	286	22	...	...	...	...	...	...	...	79	3,112
11	79,101	17,331	2,641	576	3,539	3,321	232	1,786	99	2,588	43,860	202,740
12	8,633	...	...	...	91	80	...	...	...	...	758	9,983
	141,504	30,997	3,163	1,993	6,650	4,224	328	1,786	220	2,643	50,155	303,482



## II. Table O—Attendance, Pupils in the

Evening Schools	Num ber of Teachers	Attendance											
		Total number of pupils on the roll for the year	New pupils admitted during the year	Boys and men on roll	Girls and women on roll	Pupils whose birthplace is Canada	Pupils whose birthplace is the British Isles	Pupils who were born in other countries	Evenings the school was open	Textile Industries	Chemical Industries	Sheet Metal Work	Machine Shop Work
1. Almonte .....	6	60	60	24	36	49	10	1	40	.....	.....	.....	.....
2. Beamsville .....	4	59	59	23	36	54	5	.....	31	.....	.....	.....	.....
3. Belleville .....	16	288	288	119	169	231	53	4	48	.....	.....	.....	.....
4. Brantford .....	21	985	782	456	529	574	361	50	74	.....	12	73	.....
5. Brockville .....	17	302	217	159	143	246	48	8	48	.....	4	32	.....
6. Chatham .....	15	313	250	175	138	257	46	10	82	.....	.....	56	.....
7. Cobourg .....	8	111	81	36	75	83	25	3	73	.....	.....	.....	.....
8. Collingwood .....	4	54	44	19	35	38	11	5	46	.....	.....	14	.....
9. Coniston .....	1	10	6	10	.....	10	.....	.....	29	.....	1	2	.....
10. Cornwall .....	10	240	212	92	148	233	7	.....	32	.....	5	5	.....
11. Dundas .....	6	89	63	38	51	60	27	2	94	.....	.....	23	.....
12. Fort William .....	19	339	241	198	141	159	154	26	98	.....	2	6	23
13. Galt .....	10	293	217	146	147	159	124	10	155	.....	2	71	.....
14. Gananoque .....	6	53	35	19	34	46	6	1	48	.....	.....	.....	.....
15. Goderich .....	5	120	92	41	79	105	11	4	.....	.....	.....	.....	.....
16. Guelph .....	19	387	265	203	184	274	102	11	48	.....	2	27	.....
17. Hamilton .....	61	2,864	454	1,850	1,014	1,239	1,297	328	122	.....	4	378	.....
18. Ingersoll .....	6	82	56	35	47	72	10	.....	48	.....	.....	28	.....
19. Iroquois Falls .....	2	25	25	25	.....	16	7	2	30	.....	1	3	.....
20. Kitchener .....	17	508	425	147	361	434	38	36	117	.....	6	2	18
21. Lindsay .....	14	380	380	193	187	347	26	7	92	.....	.....	42	.....
22. London .....	39	1,404	1,222	766	638	932	411	61	89	.....	19	127	.....
23. Midland .....	2	20	20	20	.....	16	3	1	30	.....	.....	6	.....
24. Newmarket .....	6	68	51	25	43	50	16	2	68	.....	.....	4	.....
25. Niagara Falls .....	8	317	173	152	165	155	86	76	164	.....	2	15	.....
26. North Bay .....	5	112	98	31	81	81	18	13	48	.....	.....	14	.....
27. Orillia .....	7	142	142	63	79	107	34	1	21	.....	1	12	.....
28. Oshawa .....	8	231	231	198	53	129	78	24	39	.....	2	30	.....
29. Ottawa .....	47	2,989	1,694	862	2,127	2,453	424	112	143	.....	7	38	.....
30. Owen Sound .....	35	667	448	279	388	474	186	7	81	.....	.....	35	.....
31. Pembroke .....	12	133	98	49	84	118	13	2	80	.....	1	11	.....
32. Peterborough .....	12	323	183	188	135	209	70	44	94	.....	3	25	.....
33. Port Arthur .....	16	259	211	153	106	127	81	51	41	.....	5	4	27
34. Port Hope .....	7	135	135	64	71	103	25	7	65	.....	.....	20	.....
35. Renfrew .....	6	113	73	42	71	97	8	8	72	.....	.....	12	.....
36. St. Catharines .....	10	354	233	175	179	165	162	27	163	.....	.....	39	.....
37. St. Thomas .....	17	253	75	115	138	191	46	16	48	.....	10	36	.....
38. Sarnia .....	24	600	600	264	336	556	22	22	100	.....	5	1	40
39. Sault Ste. Marie .....	19	254	125	179	75	150	53	51	73	.....	.....	.....	.....
40. Stratford .....	6	299	250	221	78	203	60	36	96	25	.....	85	.....
41. Sturgeon Falls .....	4	44	12	44	.....	33	7	4	30	.....	32	2	.....
42. Sudbury .....	7	138	138	84	54	78	34	26	30	.....	.....	8	.....
43. Timmins .....	9	89	89	78	11	37	5	47	63	.....	12	15	.....
44. Toronto .....	175	7,890	4,378	4,266	3,624	4,578	2,838	474	119	.....	102	51	528
45. Walkerville .....	35	428	428	375	53	291	122	15	38	.....	.....	276	.....
46. Welland .....	7	135	114	76	59	59	60	16	37	.....	5	9	44
47. Whitby .....	5	82	53	25	57	65	15	2	92	.....	.....	3	.....
48. Windsor .....	35	1,249	1,141	774	475	844	264	141	103	.....	11	22	232
49. Woodstock .....	15	237	205	131	106	174	56	7	62	.....	2	8	.....
Totals, 1919-20.	845	26,527	16,872	13,707	12,820	17,161	7,565	1,801	.....	25	186	167	2499

# AND ART SCHOOLS—Continued

## SCHOOLS

various Branches of Instruction, etc.

## Occupations of pupils on entering school

	Forge Work	Foundry Work	Leather Work	Cabinet Making and Joinery	Carpentry and Building Construction	Painting and Decorating	Plumbing	Power Plant Operating	Electrical Work	Printing or Bookbinding	Photography, etc.	Other Trades	Art and Design	Women at work in factories	Women at work in shops and stores	House Workers	Housekeepers	Stenographers and Bookkeepers	Railroad Men	Students and Teachers	Commerce	Other Occupations	Without Occupation
1	...	...	...	...	...	...	...	...	5	...	...	18	...	20	...	16	...	...	...	...	...	...	...
2	...	...	...	...	2	2	2	...	12	4	...	3	...	14	28	21	63	...	27	19	16	21	...
3	...	...	...	...	29	7	10	33	26	...	67	...	...	95	97	39	131	...	20	45	26	229	7
4	11	28	...	...	11	4	3	...	13	7	27	...	...	17	21	9	106	...	...	...	...	7	5
5	...	31	5	...	3	1	1	...	10	6	29	...	...	58	...	58	...	...	...	...	...	88	...
6	...	...	...	3	3	1	1	...	10	6	29	...	...	10	9	3	60	...	...	...	...	29	...
7	...	...	...	...	...	...	...	...	...	...	...	4	...	1	4	1	13	...	...	...	...	14	...
8	...	1	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	2	...	...	...	3	2	...	...	3	1	...	12	...	80	9	...	60	...	...	...	...	56	4
10	...	...	...	12	...	...	...	...	3	...	...	...	...	10	8	5	7	...	...	...	...	15	6
11	...	...	...	...	...	1	2	54	33	4	...	48	...	2	5	7	43	...	...	...	...	95	5
12	2	7	...	...	...	...	...	31	1	...	...	3	...	23	12	5	83	...	...	...	...	49	...
13	...	9	2	...	...	...	...	...	...	...	...	...	...	...	6	2	13	...	...	...	...	5	...
14	...	...	...	...	...	...	...	16	3	3	...	8	...	5	3	12	32	...	...	...	...	28	10
15	...	9	1	...	8	5	2	2	7	7	1	35	...	42	32	30	3	...	...	...	...	126	48
16	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1330	19
17	9	4	...	6	74	...	11	63	116	73	2	176	19	164	38	228	1	...	...	...	...	26	...
18	...	...	...	...	...	...	...	...	...	...	...	7	...	11	4	...	6	...	...	...	...	...	...
19	...	...	...	...	6	...	...	12	...	...	...	3	...	...	...	...	...	...	...	...	...	134	35
20	...	4	4	4	3	...	1	2	14	1	1	58	4	123	22	12	60	...	...	...	...	25	16
21	...	...	...	15	4	...	...	...	...	...	...	25	...	...	108	30	42	...	...	...	...	222	120
22	127	127	24	28	34	17	36	...	25	32	...	356	2	122	40	50	150	...	...	...	...	10	...
23	...	2	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	12	...
24	...	...	6	3	...	...	...	1	...	...	...	4	...	5	1	7	25	...	...	...	...	17	12
25	...	7	...	1	21	...	5	16	16	2	...	67	...	52	19	4	61	...	...	...	...	14	1
26	...	...	...	...	...	...	...	...	...	...	...	17	...	...	20	4	42	...	...	...	...	24	7
27	...	2	...	14	2	2	1	...	...	2	...	6	...	20	18	5	26	...	...	...	...	3	...
28	10	10	3	11	18	1	3	...	10	...	...	92	...	...	12	1	16	...	...	...	...	1195	251
29	7	...	1	3	14	31	62	59	17	47	1	117	...	48	322	187	582	...	...	...	...	128	19
30	1	...	...	44	1	2	1	17	3	...	...	129	...	37	59	25	167	...	...	...	...	20	14
31	...	1	...	...	10	...	2	...	3	...	1	3	...	5	3	19	40	...	...	...	...	95	5
32	...	1	1	1	6	...	3	10	42	...	1	42	1	26	23	...	28	...	...	11	...	83	9
33	4	1	...	...	5	1	11	3	12	3	...	14	...	...	37	10	30	...	...	...	...	5	9
34	4	10	...	...	3	...	1	2	...	...	...	24	...	2	14	5	36	...	...	...	...	18	17
35	5	2	...	2	3	2	...	2	6	...	...	...	...	10	12	8	14	...	...	...	...	38	2
36	...	9	1	...	9	1	...	13	14	...	1	82	...	29	4	12	100	...	...	...	...	...	...
37	19	15	5	5	8	3	2	...	10	...	...	23	10	29	60	8	10	...	...	...	...	...	...
38	1	30	...	...	8	2	3	1	10	...	1	130	...	10	15	4	103	...	...	...	...	154	82
39	...	...	...	...	1	...	...	...	7	...	...	5	...	...	9	1	54	...	...	...	...	177	...
40	...	...	...	14	5	12	...	4	2	...	...	16	...	...	18	33	...	...	...	...	...	53	33
41	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	8	...
42	2	2	...	...	5	...	2	29	15	...	1	20	...	...	26	5	14	...	...	...	...	3	6
43	...	...	...	...	2	...	...	...	3	...	...	46	...	...	...	...	11	...	...	...	...	...	...
44	18	15	13	42	171	42	199	88	342	163	19	384	75	496	306	142	457	...	...	...	...	3728	509
45	...	...	...	...	7	...	...	...	...	...	...	28	...	...	21	...	39	...	...	...	...	57	...
46	1	1	...	...	5	...	...	...	2	...	...	...	3	33	3	13	8	...	...	...	...	8	...
47	...	...	...	...	2	...	...	...	1	...	...	19	...	3	4	...	34	...	...	...	...	15	1
48	6	15	1	9	50	17	35	11	55	20	3	100	4	35	119	13	165	...	...	...	...	266	60
49	...	1	...	3	3	2	3	...	4	...	1	15	...	17	30	4	25	...	...	...	...	99	20
	229	343	67	220	537	157	403	459	858	377	33	2265	118	1596	1665	982	3046	47	19	72	47	8743	1340

# INDUSTRIAL, TECHNICAL EVENING

## II. Table O—Attendance, Pupils in the

Number of pupils in the various branches of instruction

Evening Schools— Continued	English Literature	Reading	Composition and Spelling	Grammar	History and Civics	Geography	Bookkeeping for Industrial Purposes	Arithmetic	Algebra	Geometry	Trigonometry	Shop Mathematics	Surveying and mapping
1 Almonte .....	21	21	8				26	21					
2 Beamsville .....			8				26	8					
3 Belleville .....	30	30	30	30			29	18	12	12	12		
4 Brantford .....	88	78	78				51	78	31			38	
5 Brockville .....			32	32				53				4	
6 Chatham .....	53	53	53	53			30						
7 Cobourg .....													
8 Collingwood .....												22	
9 Coniston .....												9	
10 Cornwall .....		124	124	124				124					
11 Dundas .....	17		17	17				17	15	15		15	
12 Fort William .....	15	41	41	41	54	41		39	14		15	29	
13 Galt .....									8		5	29	
14 Gananoque .....	9		9					14	2			2	
15 Goderich .....							7	11				24	
16 Guelph .....			41	41			41						
17 Hamilton .....		451	451	451				451				235	
18 Ingersoll .....												23	
19 Iroquois Falls .....								24					
20 Kitchener .....							15	22				14	
21 Lindsay .....			25				32	18				28	
22 London .....	388	388	388	388	388	388	388	388	388	388	388	61	
23 Midland .....													
24 Newmarket .....	14	14	14					14					
25 Niagara Falls .....			33				31	22					
26 North Bay .....	25	8	25					25				14	
27 Orillia .....												16	
28 Oshawa .....	30	30	30	30	30			30				21	
29 Ottawa .....	299	299	299	299	21	21	47	299				57	
30 Owen Sound .....			136					136	1	2	1	12	
31 Pembroke .....	31	31	31				14	3				11	
32 Peterborough .....									12		5	19	
33 Port Arthur .....	29	29	29	29			10	25				6	
34 Port Hope .....												42	
35 Renfrew .....													
36 St. Catharines .....	14		14				33	37				25	
37 St. Thomas .....	19	19	19	19			11	19				19	
38 Sarnia .....	58	58	58					68	15	15	15	64	
39 Sault Ste. Marie .....			15			15		25					
40 Stratford .....			16					68	15			68	
41 Sturgeon Falls .....		10						18				8	
42 Sudbury .....		21	3	3			10	23				14	
43 Timmins .....								14	14	14		14	
44 Toronto .....	769	769	769	769				1,520	932	504	84	932	14
45 Walkerville .....								24				19	
46 Welland .....			30					30				23	
47 Whitby .....							13						
48 Windsor .....		56	107					107				25	
49 Woodstock .....							35					13	
Totals 1919-20 .....	1,888	2,530	2,946	2,326	493	465	823	3,793	1,459	950	525	1,941	14



## AND ART SCHOOLS—Continued

## SCHOOLS—Continued

## various Branches of Instruction, etc.—Continued

Number of pupils in the various branches of instruction.

	General Physics	Electricity	Telegraphy	Applied Mechanics	General Chemistry	Chemistry of the Trades and Industries	Mineralogy and Geology	Mechanical Drawing	Machine Drawing and Design	Architectural Drawing	Sheet Metal Drawing	Machine Shop Work	Forge Work	Sheet Metal Work	General Woodworking	Cabinet Making and Joinery	Pattern Making	Carpentry and Building Construction
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	6	...	...	...	...	16	...	...	...	...	...	...	...	...	...	...
4	...	49	...	...	...	...	...	37	38	...	...	...	...	...	...	68	...	...
5	...	30	...	...	...	30	...	32	...	...	...	...	...	...	28	...	...	...
6	...	13	29	...	...	...	...	29	...	...	...	31	...	...	44	...	...	...
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...
10	...	20	...	...	5	...	...	9	...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	...	...	15	...	...	...	...	...	...	...	...	...	...
12	...	26	...	...	15	...	...	13	13	...	...	...	...	...	...	...	...	...
13	...	22	...	...	...	...	...	37	...	...	...	...	...	...	...	23	...	...
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	...	...
15	16	6	...	...	16	...	...	...	...	...	...	...	...	...	...	...	...	...
16	...	28	21	...	...	...	...	24	24	...	...	17	...	...	41	41	...	...
17	...	223	58	...	32	...	...	184	...	45	...	162	...	...	...	113	19	59
18	...	...	...	...	...	...	...	23	...	...	...	...	...	...	11	...	...	...
19	...	...	...	...	...	...	...	...	10	...	...	...	...	...	...	...	...	...
20	11	64	...	...	11	...	...	21	...	...	...	10	...	...	...	...	...	...
21	...	...	...	...	...	...	...	50	...	...	...	...	...	...	...	...	...	...
22	...	67	...	...	...	20	...	167	167	38	8	165	165	...	107	42	...	14
23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	12	12	...	...	...	...	...	...	...	...	...
25	...	48	...	...	...	...	...	46	...	12	...	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...	14	...	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	23	24	...	...	...	...	...	...	...	...	...
28	...	19	...	...	...	...	...	34	...	...	...	...	...	...	...	...	...	...
29	...	46	...	...	42	...	...	58	6	40	2	...	...	...	122	...	...	...
30	...	...	...	...	...	...	...	22	23	...	...	...	...	...	55	...	...	...
31	...	...	...	...	...	...	...	9	...	3	...	...	...	...	...	...	...	...
32	...	46	...	...	...	...	...	36	...	...	...	...	...	...	...	...	...	...
33	...	16	...	...	...	...	...	9	...	13	...	...	...	...	19	...	...	...
34	...	...	...	...	...	...	...	22	...	...	...	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
36	...	14	...	...	...	...	...	32	...	...	...	...	...	...	...	...	...	...
37	...	11	...	...	...	...	...	25	...	...	...	...	...	...	...	...	...	...
38	9	27	...	...	17	...	...	49	15	11	...	...	...	...	15	...	...	...
39	...	7	...	65	...	...	...	10	...	...	...	...	...	...	...	...	...	...
40	69	69	...	...	18	...	...	50	...	...	...	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	...	24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
43	11	...	...	...	11	...	...	...	14	...	...	...	...	...	...	...	...	...
44	70	560	...	36	106	124	23	455	380	128	30	197	58	...	58	23	13	73
45	...	13	...	...	...	...	...	68	...	40	...	211	...	...	...	...	...	...
46	...	18	...	...	4	...	...	23	...	...	...	...	...	...	...	...	...	...
47	...	22	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
48	...	64	...	...	...	...	...	48	...	30	...	67	...	16	...	45	...	...
49	...	...	...	...	...	...	...	5	...	...	...	60	60	...	...	20	...	...
	186	1,552	114	101	277	174	23	1,714	726	360	40	920	283	16	500	394	32	146

INDUSTRIAL, TECHNICAL  
EVENING

II. Table O—Attendance, Pupils in the various

Evening Schools— Concluded	Number of pupils in the various branches of instruction															
	Painting and Decorating	Plumbing	Steam and Gas Engines and Power Plants	Clay working	Printing and Book- binding	Photography, Photo- engraving and Litho- graphy	Automobile Mechanics	Elementary Drawing	Colour Study	Lettering	Show Card Writing	Industrial Design	Illustrating	Drawing and Painting from Antique	Drawing and Painting from Still Life	Drawing and Painting from life
1 Almonte.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2 Beamsville.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3 Belleville.....	..	..	..	..	..	..	..	..	..	24	24	24	..	..	..	..
4 Brantford.....	..	..	32	..	..	..	188	25	25	..	..	..	..	..	..	..
5 Brockville.....	..	..	..	..	..	..	..	5	5	3	4	2	..	4	3	6
6 Chatham.....	..	..	..	..	..	..	54	..	..	..	..	..	..	..	..	..
7 Cobourg.....	..	..	..	..	..	..	26	..	..	..	..	..	..	..	..	..
8 Collingwood.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
9 Coniston.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
10 Cornwall.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11 Dundas.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12 Fort William.....	..	..	..	..	..	..	54	..	..	..	..	..	..	..	..	..
13 Galt.....	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..	..
14 Gananoque.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
15 Goderich.....	..	..	16	..	..	..	..	..	..	..	..	..	..	..	..	..
16 Guelph.....	..	..	..	..	..	..	..	..	..	28	..	..	..	..	..	..
17 Hamilton.....	..	..	..	..	..	..	99	4	..	20	20	..	..	32	6	..
18 Ingersoll.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
19 Iroquois Falls.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
20 Kitchener.....	..	..	..	10	..	..	..	..	..	..	..	..	..	..	..	..
21 Lindsay.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
22 London.....	..	42	23	..	..	..	255	..	..	..	76	51	51	51	51	51
23 Midland.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
24 Newmarket.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
25 Niagara Falls.....	..	..	29	..	..	..	..	..	..	..	..	..	..	..	..	..
26 North Bay.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
27 Orillia.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
28 Oshawa.....	..	..	..	..	..	..	91	..	..	..	..	..	..	..	..	..
29 Ottawa.....	..	59	54	..	..	..	177	51	..	51	35	..	..	51	51	..
30 Owen Sound.....	..	..	..	..	..	..	57	..	..	..	..	..	..	..	..	..
31 Pembroke.....	..	..	..	..	..	..	45	..	..	..	..	..	..	..	..	..
32 Peterborough.....	..	..	..	..	..	..	27	..	..	..	18	..	..	..	..	..
33 Port Arthur.....	..	12	..	..	..	..	29	..	..	..	..	14	..	..	14	..
34 Port Hope.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
35 Renfrew.....	..	..	..	..	..	..	21	..	..	..	..	..	..	..	..	..
36 St. Catharines.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
37 St. Thomas.....	..	..	..	..	..	..	32	..	..	..	..	..	..	..	..	..
38 Sarnia.....	..	..	..	..	..	..	55	12	12	12	..	..	..	12	12	..
39 Sault Ste. Marie.....	..	..	47	..	..	..	..	..	..	..	..	..	..	..	..	..
40 Stratford.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
41 Sturgeon Falls.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
42 Sudbury.....	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..	..
43 Timmins.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
44 Toronto.....	16	126	733	..	111	46	645	191	105	221	173	32	73	70	264	59
45 Walkerville.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
46 Welland.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
47 Whitby.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
48 Windsor.....	..	30	26	..	..	..	137	..	..	..	38	..	..	..	..	..
49 Woodstock.....	..	..	..	..	..	..	67	..	..	..	25	..	..	..	..	..
Totals, 1919-20.	16	269	1,001	10	111	46	2,059	288	147	331	441	123	124	220	401	116

## AND ART SCHOOLS—Continued

## SCHOOLS—Continued

## Branches of Instruction, etc.—Concluded

Number of pupils in the various branches of instruction

	Modelling	Pottery	Cooking	Housekeeping	Home Economics	Home Nursing	Hygiene and Dietetics	Sewing and Dress-making	Power Machine Operating	Millinery	Embroidery and Lace Making	Basketry	French	Spanish	Physical Culture	Shorthand and Typewriting	Engineering	Marine Engineering	Seamanship	Wood Carving	Salesmanship
1	...	...	13	...	...	...	...	19	...	...	...	...	...	...	...	...	...	...	...	...	...
2	...	...	14	...	...	...	...	11	...	...	...	...	...	...	...	...	...	...	...	...	...
3	...	...	16	...	16	...	...	...	...	...	...	...	...	...	...	70	...	...	...	...	...
4	...	...	94	...	...	37	...	112	...	65	...	...	31	...	...	...	...	...	...	...	...
5	...	...	41	...	...	...	...	65	...	64	...	...	...	...	40	...	...	...	...	...	...
6	...	...	38	...	...	13	22	28	...	18	...	...	...	...	...	...	...	...	...	...	...
7	...	...	22	...	...	...	...	36	...	10	...	...	...	...	17	...	...	...	...	...	...
8	...	...	18	...	...	...	...	5	...	9	...	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...	40	...	25	...	...	...	...	...	...	...	...	...	...	...
11	...	...	13	...	...	...	...	21	...	...	...	...	...	...	...	...	...	...	...	...	...
12	...	...	11	...	...	...	...	62	...	25	...	...	12	...	...	...	...	...	...	...	...
13	...	...	...	...	...	...	9	135	...	...	...	...	...	...	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...	26	...	...	...	...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...	30	...	46	...	...	...	...	...	...	...	...	...	...	...
16	...	...	23	...	...	14	...	80	80	35	...	...	...	...	...	...	...	...	...	16	...
17	9	...	45	...	...	...	...	479	...	263	...	...	36	...	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...	10	...	9	...	...	...	...	...	...	...	...	...	29	...
19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20	...	...	24	...	...	...	...	177	...	50	...	98	...	...	...	22	9	...	...	...	...
21	...	...	...	...	...	...	...	129	...	...	...	...	...	...	...	...	...	...	...	...	...
22	51	...	89	...	...	...	...	363	...	100	115	...	...	...	...	...	20	...	...	86	...
23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...	34	...	8	...	...	...	...	...	...	...	...	...	...	...
25	...	...	54	...	...	...	...	75	...	25	...	...	...	...	...	45	...	...	...	...	...
26	...	...	...	...	...	13	...	60	...	...	...	...	...	...	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...	57	...	22	...	...	...	...	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...	23	...	10	...	...	...	...	...	...	...	...	...	...	...
29	...	...	696	...	...	89	...	638	...	382	...	...	...	...	...	97	...	...	...	...	...
30	...	...	84	...	...	...	...	103	...	152	57	...	...	...	...	12	...	17	26	...	...
31	...	...	...	...	...	...	...	52	...	32	...	...	...	...	...	...	...	...	...	...	...
32	...	...	51	...	...	...	...	69	...	9	...	...	...	...	...	...	...	...	...	...	...
33	...	...	...	...	...	...	10	21	...	17	...	...	...	...	...	...	...	...	...	...	...
34	...	...	...	...	...	...	...	71	...	...	...	...	...	...	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...	30	...	...	28	...	...	...	34	...	...	...	...	...	...
36	...	...	...	...	...	...	...	155	...	44	...	...	...	...	...	...	...	...	...	...	...
37	...	...	27	...	...	...	...	64	...	20	...	...	...	...	...	...	...	...	...	...	...
38	...	...	111	...	...	27	...	235	...	62	...	...	...	...	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...	51	...	13	...	...	...	...	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42	...	...	...	...	...	...	...	46	...	...	...	...	...	...	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...
44	40	55	1,170	...	62	227	45	1,029	53	688	64	...	435	78	690	...	...	...	...	...	...
45	...	...	...	...	...	...	...	53	...	...	...	...	...	...	...	...	...	...	...	...	...
46	...	...	22	...	...	...	...	24	...	...	...	...	...	...	...	...	...	...	...	...	...
47	...	...	6	...	...	...	...	46	...	...	...	...	...	...	...	...	...	...	...	...	...
48	...	...	38	...	...	...	...	149	...	26	...	...	36	...	267	...	...	...	...	...	44
49	...	...	18	18	...	...	...	50	...	18	...	...	...	...	...	...	...	...	...	...	...
100	55	2,738	18	78	420	86	4,972	133	2,247	264	98	550	78	1,157	137	29	17	26	131	44	...



## INDUSTRIAL, TECHNICAL

## DAY AND

## III. TABLE P—

Day and Evening Schools	Receipts				
	Legislative Grants	Local Municipal Grants	School Fees	Balances and other sources	Total Receipts
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1*Almonte.....	389 77	.....	.....	.....	389 77
2 Arnprior.....	92 79	.....	21 00	42 72	156 51
3 Belleville.....	821 23	1,865 70	210 00	.....	2,896 93
4 Brantford.....	2,184 67	4,074 50	.....	36 67	6,295 84
5 Brockville.....	1,014 84	1,575 00	.....	200 55	2,790 39
6 Chatham.....	4,885 53	5,200 00	273 11	2,323 83	12,682 47
7 Cobourg.....	695 39	.....	76 00	284 84	1,056 23
8 Collingwood.....	492 18	1,003 55	46 00	.....	1,541 73
9 Coniston.....	123 57	.....	24 00	93 92	241 49
10 Dundas.....	787 84	267 30	160 00	13 41	1,228 55
11 Fort William.....	515 29	1,152 08	192 00	.....	1,859 37
12 Galt.....	992 45	459 57	939 00	.....	2,391 02
13 Gananoque.....	332 42	76 58	84 00	.....	493 00
14 Goderich.....	508 97	121 49	103 00	55 45	788 91
15 Guelph.....	1,291 76	2,068 70	250 00	.....	3,610 46
16 Haileybury.....	7,000 00	.....	.....	5,914 29	12,914 29
17 Hamilton.....	17,073 38	79,744 00	570 25	134,137 53	231,525 16
18 Ingersoll.....	553 77	200 00	159 50	1,130 53	2,043 80
19 Kingston.....	350 00	.....	.....	500 00	850 00
20 Kitchener.....	1,739 68	3,388 51	.....	.....	5,128 19
21 Lindsay.....	.....	250 00	738 00	50 00	1,038 00
22 London.....	30,899 82	41,735 94	3,377 02	15,630 53	91,643 31
23*Newmarket.....	495 44	132 20	34 00	32 34	693 98
24 Niagara Falls.....	1,348 76	757 00	283 00	124 76	2,513 52
25 North Bay.....	716 56	1,515 00	153 16	.....	2,384 72
26 Oshawa.....	.....	142 11	889 00	.....	1,031 11
27 Ottawa.....	16,484 85	2,875 29	5,649 94	103,517 73	128,527 81
28 Owen Sound.....	1,599 45	2,466 87	.....	20 93	4,087 25
29 Pembroke.....	866 27	783 68	.....	.....	1,649 95
30 Peterborough.....	971 11	2,000 00	98 89	925 06	3,995 06
31 Port Arthur.....	763 20	1,932 83	.....	.....	2,696 03
32 Renfrew.....	365 07	193 27	.....	.....	558 34
33 St. Catharines.....	467 74	.....	.....	1,301 51	1,769 25
34 Sarnia.....	.....	6,400 00	1,453 00	469 56	8,322 56
35 Sault Ste Marie.....	1,915 32	1,645 23	364 00	641 23	4,565 78
36 Stratford.....	508 00	671 00	.....	.....	1,179 00
37 Sturgeon Falls.....	.....	.....	42 00	.....	42 00
38 Sudbury.....	7,000 00	.....	.....	4,972 18	11,972 18
39 Thorold.....	452 25	.....	18 00	55 23	525 48
40 Toronto.....	23,137 75	168,074 00	18,345 50	31,826 04	241,383 29
41 Welland.....	780 11	116 69	206 00	.....	1,102 80
42 Whitby.....	656 85	854 71	.....	.....	1,511 56
43 Windsor.....	8,471 07	6,299 77	3,259 07	8,453 61	26,483 52
44 Woodstock.....	549 26	871 93	152 60	.....	1,573 79
Totals, 1919.....	140,294 41	340,914 50	38,171 04	312,754 45	832,134 40

\*No report received.

## AND ART SCHOOLS—Concluded

## EVENING SCHOOLS

## Financial Statement

Expenditure						
Teachers' Salaries	Buildings, sites and all permanent improvements	Repairs to school accommodation	Library, maps and charts, all apparatus and equipment	School books, stationery, prizes, fuel, examinations and all other expenses	Total expenditure	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	389 77				389 77	
2	72 00			6 75	78 75	
3	1,945 00	335 91	149 09	466 93	2,896 93	
4	4,705 97		325 00	1,264 87	6,295 84	
5	2,263 00		37 50	486 58	2,787 08	
6	5,557 38		1,316 69	1,665 12	8,539 19	
7	524 00	120 00	152 90	85 98	882 88	
8	859 97		285 95	395 81	1,541 73	
9	147 00			94 49	241 49	
10	969 49		10 00	249 06	1,228 55	
11	1,628 00		28 37	203 00	1,859 37	
12	1,994 21	100 00	66 95	229 86	2,391 02	
13	434 00			59 00	493 00	
14	616 00	71 00		101 91	788 91	
15	1,509 00		724 91	1,376 55	3,610 46	
16	7,155 00	205 70	1,303 69	1,993 99	10,658 38	
17	45,264 71	2,283 09	8,386 46	41,856 91	98,267 59	
18	926 00		59 50	297 41	1,282 91	
19	700 00		45 00	15 00	760 00	
20	3,701 30	260 00	864 04	302 85	5,128 19	
21	745 00	177 46		17 86	940 32	
22	25,163 50	19,409 05	1,200 49	5,754 58	85,128 85	
23	494 50		11 35	146 30	652 15	
24	2,488 52			25 00	2,513 52	
25	1,386 00		290 95	116 00	1,792 95	
26	676 00	30 00	132 05	138 00	1,031 11	
27	26,961 50	81,307 20	14,835 51		123,104 21	
28	2,645 50	514 75	59 85	867 15	4,087 25	
29	1,347 34		26 35	276 26	1,649 95	
30	1,805 00		899 65	516 64	3,221 29	
31	2,421 00		110 58	164 45	2,696 03	
32	372 00		171 34	15 00	558 34	
33	1,139 00			256 86	1,395 86	
34	1,068 99	6,164 65	705 82	349 42	8,288 88	
35	4,048 20			517 58	4,565 78	
36	934 00			245 00	1,179 00	
37						
38	5,800 00		520 27	776 01	7,096 28	
39	424 95			65 50	490 45	
40	150,197 92	6,733 34	11,110 03	50,941 96	229,273 43	
41	976 24		81 69	44 87	1,102 80	
42	858 00		467 56	186 00	1,511 56	
43	9,612 48		12,926 72	2,557 78	25,096 98	
44	1,266 00			307 79	1,573 79	
	324,193 44	117,170 54	13,465 30	60,958 81	143,284 73	659,072 82

TABLE Q—PROTESTANT SEPARATE SCHOOLS

	No. 1 Grattan	No. 2 Hagarty	No. 1 Tilbury, North	L'Orig- nal Village	Penetan- guishene Town	Totals, 1919
Number of Schools .....	1	1	1	1	2	6
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Receipts:						
Balances from 1918 .....	2,044 79	308 52	424 21	42 26	78 00	2,897 78
Government grants.....	80 00	301 75	168 99	29 40	202 00	782 14
Municipal grants.....	17 00	12 00	10 60			39 60
Municipal assessments.....	1,158 36	450 00		755 30	10,000 00	12,363 66
Other sources.....	385 12		6 90	150 92	145 32	688 26
Totals .....	3,685 27	1,072 27	610 70	977 88	10,425 32	16,771 44
Expenditure:						
Teachers' salaries.....	613 46	536 66	300 00	819 00	6,108 53	8,377 65
School sites and buildings...	2,491 75			18 04		2,509 79
Libraries, maps, apparatus, etc. ....	26 36				133 88	160 24
Other expenses .....	526 71	87 45	39 33	73 93	3,872 59	4,600 01
Totals .....	3,658 28	624 11	339 33	910 97	10,115 00	15,647 69
Balances on hand .....	26 99	448 16	271 37	66 91	310 32	1,123 75
Teachers:						
Male .....	1	1	1	1	1	1
Female.....	1	1	1	1	1	1
Certificates .....	II	III	Temp.	II	1 I; 7 II	11; 9 II; 1 III; 1 Temp.
Salaries.....	\$650	\$700	\$500	\$600	Male, \$1,500 Av. Fem. \$721	1 male, \$1,500 Av. Female, \$682
Pupils:						
Total number attending.....	30	35	10	24	365	464
Boys .....	14	17	6	13	177	227
Girls .....	16	18	4	11	188	237
Average attendance .....	16	20	4	14	260	314
No. in Primer.....	12	8	1	3	87	111
" 1st Book .....	2	5	2	4	48	61
" 2nd " .....	7	10	2	5	86	110
" 3rd " .....	3	5	4	4	66	82
" 4th " .....	6	7	1	8	78	100
" Art .....	30	35	10	18	365	458
" Geography .....	30	35	7	11	278	361
" Music .....	30	35		18	365	448
" Literature.....	30	35	10	11	365	451
" Composition .....	30	35	10	11	322	408
" Grammar .....	6	7	5	7	78	103
" English History .....	16	22	1	3	75	117
" Canadian History .....	16	22	5	7	129	179
" Physiology & Hygiene .....	30	35	10	18	365	458
" Nature Study.....	30	35	10	18	365	458
" Physical Culture .....	30	35		18	365	448
" Agriculture .....	9					9
" Manual Training .....					322	322
Brick or frame school house ..	Brick	Frame	Brick	Brick	1 Br.; 1 Fr.	4 Br.; 2 Fr.
Number of maps .....	11	9	6	13	25	64
Number of globes.....	1	1	1	1	3	7

\* Closed for fall term.



TABLE R—REPORT ON NIGHT SCHOOLS

## I. Night Public and Separate Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Port Colborne .....	1	2	16	8
Toronto .....	9	20	817	343
Weston .....	1	1	10	5
Totals, 1919-1920 .....	11	23	843	356

## II. Night High Schools

Municipality	Number of Schools	Teachers	Pupils Enrolled	Average Daily Attendance
Belleville, .....	1	5	99	34
Brockville, .....	1	4	134	27
Cobourg .....	1	4	39	7
Collingwood .....	1	3	39	16
Dundas .....	1	1	49	13
Fort William .....	1	4	84	45
Gananoque .....	1	2	49	21
Guelph .....	1	3	83	32
Hamilton .....	1	10	207	25
Kitchener .....	1	3	59	10
Lindsay .....	1	4	147	37
London .....	1	12	165	53
Newmarket .....	1	1	13	5
Niagara Falls .....	1	3	117	50
Ottawa .....	1	4	377	91
Port Arthur .....	1	2	39	14
Sarnia .....	1	3	151	33
St. Thomas .....	1	4	53	22
Toronto .....	3	85	2,858	1,146
Whitby .....	1	2	39	3
Windsor .....	1	6	211	95
Woodstock .....	1	1	30	10
Totals, 1919-1920 .....	24	166	5,042	1,789

TABLE S—GENERAL

A General Statistical Abstract, exhibiting the comparative state and progress of Industrial and Technical Schools from the year 1867

No.	Subjects compared	1867	1872	1877	1882	1887
1	Population .....		1,620,851		1,926,922	
2	School population between the ages of five and sixteen years upto 1882, five to twenty-one subsequently.	447,726	495,756	494,804	483,817	611,212
3	High Schools (including Collegiate Institutes) .....	102	104	104	104	112
4	Continuation Schools .....					
5	Public Schools in operation .....	4,261	4,490	4,955	5,013	5,277
6	Roman Catholic Separate Schools ..	161	171	185	190	229
7	Grand total of above schools in operation .....	4,524	4,765	5,244	5,307	5,618
8	Pupils attending High Schools (including Collegiate Institutes and Night High Schools) .....	5,696	7,968	9,229	12,348	17,459
9	Pupils attending Continuation Sch's.					
10	Pupils attending Day Industrial, Technical and Art Schools .....					
11	Pupils attending Night Industrial, Technical and Art Schools .....					
12	Pupils attending Public Schools (including Kindergarten and Night Public Schools) .....	382,719	433,256	465,908	445,364	462,839
13	Pupils attending Roman Catholic Separate Schools .....	18,924	21,406	24,952	26,148	30,373
14	Grand total of students and pupils attending High, Continuation, Industrial and Technical, Public, and Separate Schools' .....	407,339	462,630	500,089	483,860	510,671
15	Amount paid for the salaries of Public and Separate School teachers .....	\$1,093,517	1,371,594	2,038,099	2,144,449	2,458,540
16	Total amount paid for Public and Separate School purposes .....	\$1,473,189	2,207,364	3,073,489	3,026,975	3,742,104
17	Amount paid for Continuation School teachers' salaries .....	\$				
18	Total amount paid for Continuation School purposes .....	\$				
19	Amount paid for High School (and Collegiate Institute) teachers' salaries .....	\$94,820	141,812	211,607	253,864	327,452
20	Total amount paid for High School and Collegiate Institute purposes.	\$124,181	210,005	343,710	343,720	495,612
21	Amount paid for Industrial, Technical and Art School Teachers' Salaries .....	\$				
22	Total amount paid for Industrial, Technical and Art School purposes	\$				
23	Grand total paid for educational purposes as above .....	\$1,597,370	2,417,369	3,417,199	3,370,695	4,237,716
24	Male Teachers in Public and Separate Schools .....	2,849	2,626	3,020	3,062	2,718
25	Female Teachers in Public and Separate Schools .....	2,041	2,850	3,448	3,795	4,876
26	Total Public and Separate School Teachers .....	4,890	5,476	6,468	6,857	7,594
27	Continuation School Teachers .....					
28	High School and Collegiate Institute Teachers .....	159	239	280	332	398
29	Day Industrial, Technical and Art School Teachers .....					
30	Number of all teachers, as specified above .....	5,049	5,715	6,748	7,189	7,992

\* Included in Public and Separate School attendances. † Included with year ended six months after

## STATISTICAL ABSTRACT

Education in Ontario, as connected with Public, Separate, Continuation, High, to 1918, compiled from Returns to the Department of Education

No.	1892	1897	1902	1907	1912	1917	1918	1919
1	2,114,321	.....	2,167,938	.....	†2,523,358	.....	.....	.....
2	595,238	590,055	584,512	590,285	609,127	628,996	640,049	652,264
3	128	130	134	143	148	162	164	167
4	.....	44	65	107	138	137	136	138
5	5,577	5,574	5,671	5,819	5,939	6,103	6,136	6,179
6	312	340	391	449	513	548	559	559
7	6,017	6,088	6,261	6,518	6,738	6,950	6,995	7,043
8	22,837	24,390	24,472	30,331	32,608	‡33,024	‡35,217	‡38,078
9	.....	*1,618	*2,190	*4,744	6,094	‡5,104	‡5,006	‡5,126
10	.....	.....	.....	.....	.....	‡3,674	‡4,739	4,790
11	.....	.....	.....	.....	.....	‡14,597	‡16,733	26,527
12	458,553	453,256	420,094	413,510	429,030	458,436	458,286	472,572
13	37,466	41,620	45,964	51,502	61,297	70,048	71,302	74,833
14	518,856	519,266	490,530	495,343	529,029	584,883	591,283	621,926
15	2,752,629	2,886,061	3,198,132	4,389,524	6,109,547	8,398,450	9,027,151	10,160,399
16	4,053,918	4,215,670	4,825,160	7,556,179	11,273,960	14,111,835	15,176,723	18,851,627
17	.....	Included with No. 15	Included with No. 15	Included with No. 15	202,875	228,362	234,976	253,654
18	.....	Included with No. 16	Included with No. 16	Included with No. 16	265,087	324,621	332,853	388,701
19	472,029	532,837	547,402	783,782	1,232,537	1,554,049	1,637,476	1,801,602
20	696,114	715,976	769,680	1,213,697	1,953,061	2,418,975	2,586,114	2,748,042
21	.....	.....	.....	.....	.....	.....	246,077	324,193
22	.....	.....	.....	.....	.....	.....	493,200	659,073
23	4,750,032	4,931,646	5,594,840	8,769,876	13,492,108	16,855,431	18,588,890	22,647,443
24	2,770	2,784	2,311	1,813	1,511	1,317	1,068	1,328
25	5,710	6,344	7,320	8,387	9,617	11,445	11,877	12,061
26	8,480	9,128	9,631	10,200	11,128	12,762	12,945	13,389
27	.....	†44	†86	†140	226	241	234	244
28	522	579	593	750	917	1,051	1,088	1,168
29	.....	.....	.....	.....	.....	‡32	155	177
30	9,002	9,707	10,224	10,950	12,271	14,186	14,422	14,978

Public and Separate School teachers. † Census of 1911. § Figures for the school the calendar year specified.



## ASSOCIATION PUBLIC LIBRARIES

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on Books in 1919
				\$ c.			\$ c.	\$ c.
1	Admaston	.....	No annual report for 1919					
2	Agincourt	R	400	431 16	1,080	5,724	209 71	362 54
3	Alliston	.....	No annual report for 1919					
4	Alma	.....	250	19 57	1,548	1,621	5 00	.....
5	Almonte	R	2,700	127 66	4,287	6,537	51 70	23 55
6	Alton	.....	700	115 95	5,145	2,600	28 73	57 75
7	Angus	.....	400	139 60	1,089	1,036	58 44	86 97
8	Arkona	.....	363	199 64	2,907	1,690	33 52	37 29
9	Assiginack	.....	No annual report for 1919					
10	Athens	.....	775	170 45	1,815	1,954	40 62	116 56
11	Atwood	.....	600	67 14	1,249	1,657	21 12	22 90
12	Auburn	R	250	129 82	1,653	1,416	46 83	33 41
13	Badjeros	.....	Rural	35 10	714	.....	.....	14 70
14	Bancroft	.....	Reorganized Nov. 20th, 1920					
15	Bath	R	370	225 90	1,165	4,281	43 86	30 30
16	Bayfield	.....	490	157 47	825	3,098	45 78	94 22
17	Bayham	.....	Rural	115 50	1,105	257	47 11	96 50
18	Baysville	.....	168	116 82	1,014	2,290	27 39	76 33
19	Beachville	.....	No annual report for 1919					
20	Beechwood	.....	Rural	193 43	1,290	695	74 05	138 93
21	Belwood	.....	183	50 00	2,710	1,265	10 00	.....
22	Birchcliff	.....	Organized, Dec. 4th, 1920					
23	Blenheim	R	1,650	643 47	5,387	13,174	105 82	159 67
24	Bloomfield	.....	800	14 00	1,374	199	.....	.....
25	Blyth	.....	800	68 40	2,507	6,000	12 24	12 80
26	Bobcaygeon	R	844	274 58	3,406	3,267	78 80	83 71
27	Bolton	.....	675	113 65	3,047	150	.....	.....
28	Bowmanville	R	3,500	546 77	4,830	9,979	122 35	221 57
29	Bridgeburg	.....	2,145	326 19	2,720	6,712	84 91	155 02
30	Bridgen	.....	No annual report for 1919					
31	Brooklin	.....	Rural	114 93	3,263	2,533	25 78	42 05
32	Brownsville	.....	250	316 48	1,555	2,854	22 07	127 18
33	Brucefield	.....	200	54 00	1,929	990	15 00	.....
34	Burgessville	.....	200	156 34	991	1,656	35 03	60 79
35	Burlington	R	2,700	602 01	4,591	4,808	57 47	193 93
36	Burnstown	.....	No annual report for 1919					
37	Caledon	.....	500	439 72	3,168	1,695	39 31	44 22
38	Cambray	.....	Rural	152 13	2,330	1,624	55 03	100 88
39	Camden East	.....	Re-organized Aug. 18th, 1920					
40	Canfield	.....	165	76 45	1,034	1,623	27 47	38 15
41	Cannington	R	1,000	215 01	1,897	4,323	45 54	88 69
42	Capreol	.....	1,500	318 47	475	800	20 00	306 70
43	Cargill	.....	425	282 14	3,361	5,292	128 52	217 04
44	Chatsworth	.....	374	142 55	1,654	791	34 12	58 95
45	Cheapside	.....	75	85 57	2,475	1,185	32 62	70 82
46	Chesterville	.....	No annual report for 1919					
47	Claremont	.....	325	94 18	2,719	1,472	31 80	49 88
48	Clarksburg	R	600	458 90	2,376	4,304	127 96	191 00
49	Clarkson	.....	200	107 62	260	54	60 01	90 03
50	Claude	.....	Rural	76 80	3,514	1,042	27 43	62 95
51	Cobourg	R	4,800	686 68	5,374	18,836	94 99	197 54
52	Colborne	R	1,000	117 70	2,198	806	45 78	34 45
53	Coldstream	R	100	62 73	2,075	1,944	30 14	31 03
54	Coldwater	.....	600	116 63	2,187	7,658	19 49	36 02
55	Comber	R	600	246 02	2,763	3,880	57 32	54 64
56	Cookstown	.....	475	57 57	1,813	846	10 00	.....
57	Copleston	.....	No annual report for 1919					
58	Copper Cliff	.....	4,000	1,040 98	2,088	14,673	193 60	563 15
59	Delta	.....	400	170 64	943	2,127	51 83	126 38
60	Depot Harbour	.....	No annual report for 1919					
61	Don	.....	200	154 01	1,745	810	56 00	99 34
62	Dorchester	.....	500	120 89	1,782	2,393	12 74	57 15
63	Drumbo	.....	400	164 25	2,964	2,968	56 94	120 50

## ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on Books in 1919
				\$ c.			\$ c.	\$ c.
64	Duart		No annual report for 1919					
65	Dundalk		750	141 78	2,989	3,486	23 08	59 43
66	Dungannon		Rural	180 10	2,573	2,884	46 32	108 49
67	Dunnville		3,450	1,793 64	5,603	14,113	20 00	1,330 34
68	Dutton	R	850	298 51	2,606	2,664	400 00	80 25
69	East Linton		175	126 17	169	10	23 51	109 96
70	Elmvale		300	104 57	2,525	1,719	34 39	38 78
71	Elmwood		Rural	120 45	1,572	2,218	33 12	39 20
72	Embro	R	500	157 90	4,985	5,101	40 42	51 65
73	Emo		Rural	148 09	653	876	41 59	68 95
74	Emsdale		No annual report for 1919					
75	Ennotville		Rural	169 05	4,840	1,174	62 05	102 05
76	Espanola		2,800	552 42	1,068	1,077	113 30	295 42
77	Ethel		225	121 62	1,976	3,291	42 69	76 60
78	Fenelon Falls	R	900	453 08	4,837	4,221	49 38	69 42
79	Fenwick		No annual report for 1919					
80	Flesherton		482	77 82	1,194	458	20 86	36 91
81	Fonthill	R	700	329 36	3,979	5,497	80 39	136 01
82	Fordwich		360	147 36	2,257	1,200	30 83	57 69
83	Forester's Falls		175	97 10	1,385	1,837	35 73	59 35
84	Fort Erie		2,300	273 13	4,218	3,564	28 82	67 28
85	Frankford	R	900	142 20	1,059	558	42 04	6 20
86	Fullarton		No annual report for 1919					
87	Glamis		Rural	39 56	977	1,067	10 00	.....
88	Glanworth		500	91 52	472	919	31 96	54 31
89	Glen Allan		200	47 46	1,457	803	17 43	22 70
90	Glen Morris	R	200	158 65	3,061	811	69 25	70 75
91	Gore Bay	R	750	180 55	1,575	1,486	54 27	.....
92	Gore's Landing		200	40 63	1,640	279	10 00	.....
93	Gorrie		400	38 64	2,145	493	10 00	.....
94	Grafton		250	81 08	1,127	911	34 34	67 08
95	Haileybury		4,000	113 33	173	.....	.....	.....
96	Haliburton		990	144 35	1,873	2,473	31 78	101 26
97	Harrietsville		Rural	187 60	963	2,010	75 83	151 95
98	Harrington		200	124 52	2,001	1,612	57 73	89 15
99	Harrow	R	750	316 14	1,999	3,996	56 52	80 37
100	Hastings		No annual report for 1919					
101	Hawkesbury		5,276	181 25	706	1,821	45 89	44 97
102	Hawkesville		200	9 96	924	100	5 00	.....
103	Hepworth		400	5 00	450	806	10 00	.....
104	Highgate	R	650	158 80	388	281	48 59	80 30
105	Highland Creek		650	54 47	1,785	1,284	14 36	10 54
106	Hillsdale		300	99 22	2,018	1,434	15 83	56 85
107	Hillview		294	48 90	601	960	21 99	36 84
108	Holstein		300	127 87	2,211	3,164	35 49	57 40
109	Honeywood		100	45 80	865	702	29 90	41 20
110	Huntsville	R	2,113	368 89	4,349	2,865	61 71	66 22
111	Inglewood		400	139 51	1,418	978	60 87	100 21
112	Inwood		Rural	168 66	1,772	2,526	61 65	99 65
113	Iroquois		840	115 82	1,912	1,200	27 41	45 48
114	Islington		231	192 92	3,082	5,412	84 88	122 25
115	Jarvis	R	500	192 80	3,800	3,812	69 63	105 05
116	Kars		Rural	82 65	1,798	984	31 48	42 15
117	Kearney		Re-organized March 2nd, 1920					
118	Kemble		400	180 07	1,397	1,305	34 51	41 80
119	Kinmount		400	145 07	1,617	3,852	10 00	79 00
120	Kirkfield		108	179 92	2,513	1,256	78 79	121 42
121	Kirkton		Rural	102 28	645	1,205	33 63	63 08
122	Komoka		300	142 66	1,466	2,021	42 01	89 37
123	Lake Charles		No annual report for 1919					
124	Lefroy		Rural	59 62	942	2,115	13 91	15 05
125	Linwood		No annual report for 1919					

## ASSOCIATION PUBLIC LIBRARIES—Continued

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on Books in 1919
				\$ c.			\$ c.	\$ c.
126	Lorne Park		230	72 35	424	121	27 97	35 95
127	Lucan		700	290 77	1,638	2,636	38 38	23 82
128	Lyn	R	250	196 95	987	2,039	58 55	90 70
129	Madoc	R	1,200	307 05	2,796	5,783	34 03	29 75
130	Mandamin		No annual report for 1919					
131	Manilla		200	259 35	5,068	2,220	91 07	142 15
132	Manotick		No annual report for 1919					
133	Maple		350	41 85	921	478		7 70
134	Markham		No annual report for 1919					
135	Marksville		No annual report for 1919					
136	Marmora		Organized May 17th, 1920					
137	Martintown		346	209 36	897	1,990	20 71	122 63
138	Matilda		300	48 64	515	326	14 60	37 79
139	Maxville		Re-organized July 26th, 1920					
140	Meaford	R	2,500	751 57	4,868	11,944	108 92	182 55
141	Melbourne		196	7 75	1,254	10	10 00	
142	Metcalfe		No annual report for 1919					
143	Mildmay		700	51 41	2,634	1,137	10 76	13 40
144	Millbank		300	361 42	403		170 91	293 47
145	Millgrove		No annual report for 1919					
146	Milton		1,950	234 41	4,850	2,497	40 55	91 96
147	Minden		300	71 54	2,080	1,993	26 19	32 39
148	Monkton		350	47 63	1,426	726	19 78	14 90
149	Mono Centre		58	29 76	874	713	21 99	28 65
150	Mono Mills		No annual report for 1919					
151	Mono Road	Rural		31 00	1,401	1,100	5 00	
152	Moorefield		600	156 03	246	562	72 76	141 63
153	Morrisburg	R	1,500	403 67	3,511	2,800	95 68	89 73
154	Morrison		2,733	47 13	1,462	1,074	10 00	
155	Mount Albert	R	600	281 82	1,397	2,515	81 93	123 01
156	Mount Brydges		800	103 22	1,200	1,376	16 96	20 20
157	Mount Hope		200	401 44	383	665	137 93	274 23
158	Nanticoke		130	75 73	2,545	1,239	13 44	16 56
159	Napanee	R	3,000	1,045 10	8,061	15,707	260 00	530 70
160	Napier		200	41 93	573	757	20 54	36 69
161	Newburgh	R	426	220 26	2,420	924	53 45	58 26
162	Newbury		300	184 31	124	1,817	42 98	88 52
163	New Dundee	R	360	165 48	1,241	2,334	79 39	59 88
164	Newington		300	42 68	1,048	2,226	10 00	15 38
165	Niagara	R	1,685	398 07	9,192	15,469	123 45	155 42
166	Norland		800	64 67	1,339	1,882	13 26	29 00
167	North Cobalt		No annual report for 1919					
168	North Gower		350	113 80	2,330	3,016	10 00	
169	Norwood		800	94 30	2,559	2,173		19 30
170	Oakville	R	3,000	787 02	5,893	8,062	131 92	154 08
171	Odessa	R	700	278 53	1,394	7,942	31 35	45 37
172	Omeme	R	550	175 92	1,716	687	29 39	34 70
173	Orono		No annual report for 1919					
174	Oxford Mills		300	4 35	1,319	216	15 00	
175	Pakenham		No annual report for 1919					
176	Palermo		Organized Nov. 5th, 1920					
177	Parkhead	Rural		120 61	596	1,256	27 07	87 03
178	Pickering	R	600	153 95	1,900	1,222	27 09	23 37
179	Pinkerton	Rural		73 22	2,148	1,354	25 56	37 84
180	Plattsville	R	600	224 42	2,747	3,129	67 30	107 90
181	Plympton		335	110 38	1,509	2,087	33 52	73 65
182	Point Edward		890	157 28	4,090	2,741	51 58	91 73
183	Port Credit		1,300	149 06	3,113	4,985	26 86	89 11
184	Port Dover	R	1,100	239 10	1,487	1,857	61 50	82 55
185	Port Perry	R	1,200	401 94	2,559	4,700	77 33	42 82
186	Port Stanley		750	190 69	2,199	2,182	34 19	68 91
187	Powassan		600	320 39	718	3,510	136 67	251 03
188	Princeton		No annual report for 1919					



**ASSOCIATION PUBLIC LIBRARIES—Concluded**  
**Statistics, 1919, showing Legislative Grants paid in 1920**

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on books in 1919
				\$ c.			\$ c.	\$ c.
189	Queensville .....		290	106 92	3,101	2,486	26 96	63 49
190	Rainy River .....		No annual report for 1919					
191	Ridgetown .....	R	2,300	240 49	4,210	7,098	82 37	62 43
192	Ripley .....		No annual report for 1919					
193	Riversdale .....		400	73 65	1,540	1,658	17 82	37 25
194	Rodney .....		656	190 40	1,095	687	38 34	156 19
195	Romney .....	Rural		98 39	3,725	1,137	36 08	64 49
196	Runnymede .....	Rural		159 10	2,454	9,348	36 42	96 30
197	Russell .....	R	700	355 21	591	308	104 83	139 72
198	St. George .....	R	700	320 75	5,401	2,068	62 98	85 68
199	St. Helen's .....			136 67	1,849	1,943	36 52	78 08
200	Saltfleet .....		250	232 26	2,997	7,221	69 90	163 60
201	Scarboro .....			180 31	5,078	1,890	93 91	158 96
202	Scotland .....	R	400	221 53	1,990	2,128	55 14	41 20
203	Shedden .....		350	119 98	2,162	1,850	26 37	37 03
204	Shetland .....		250	52 26	891	864	22 41	26 52
205	Singhampton .....		100	36 72	307	151	15 32	26 45
206	Smithville .....		600	93 44	1,078	3,970	131 17	.....
207	Solina .....	Rural		47 21	500	411	31 31	43 91
208	Sombra .....		No annual report for 1919					
209	Sonya .....		Organized Feb. 20th, 1920					
210	Southampton .....		1,680	194 20	5,890	6,738	55 89	110 90
211	South Mountain .....		No annual report for 1919					
212	Sparta .....		No annual report for 1919					
213	Speedside .....		250	36 50	1,595	520	13 88	16 21
214	Stevensville .....		350	112 60	873	1,368	21 38	82 85
215	Strathcona .....		550	61 04	1,639	707	.....	34 30
216	Swansea .....	R		196 49	154	71	104 78	136 22
217	Sydenham .....	R	200	260 25	1,811	2,822	41 30	52 35
218	Thamesford .....		500	178 93	2,236	1,796	39 89	81 95
219	Thamesville .....	R	742	273 56	2,393	2,086	81 51	77 44
220	Thedford .....		600	134 76	3,354	4,282	50 53	83 42
221	Thornbury .....		725	3 65	1,376	2,168	5 00	3 60
222	Thorndale .....		420	242 83	783	6,380	72 24	123 08
223	Thornhill .....		Reorganized Oct. 8th, 1920					
224	Tiverton .....		325	65 75	1,079	1,535	15 00	15 75
225	Tottenham .....		600	58 00	2,598	1,713	12 90	25 65
226	Trout Creek .....		454	59 26	1,216	605	16 05	33 00
227	Tweed .....		1,400	204 69	2,270	7,265	39 67	33 20
228	Underwood .....		216	424 35	375	517	20 00	296 45
229	Unionville .....		400	86 78	1,591	1,611	24 50	34 47
230	Vankleek Hill .....		1,800	10 00	1,581	.....	.....	.....
231	Victoria .....	Rural		179 51	3,732	761	38 77	86 30
232	Victoria Mines .....		1,500	93 46	1,432	2,229	48 23	51 95
233	Victoria Road .....		150	102 68	473	186	38 38	57 30
234	Walton .....			126 64	1,487	1,715	35 70	108 06
235	Wardsville .....		221	115 05	2,128	2,541	35 14	62 85
236	Warkworth .....		408	190 57	1,509	492	23 66	46 21
237	Waterdown .....	R	850	540 91	938	3,502	173 17	285 06
238	Welland .....	R	9,500	526 27	5,298	13,012	90 52	146 86
239	Wellesley .....	R	No annual report for 1919					
240	Westford .....		150	78 70	2,119	2,407	35 23	74 20
241	West Lorne .....		800	150 76	1,470	2,255	46 21	79 35
242	White Lake .....		350	50 65	925	580	12 40	37 40
243	Wiarton .....	R	1,560	407 81	3,421	3,753	70 25	86 09
244	Williamstown .....	Rural		80 81	2,424	694	20 12	25 36
245	Winchester .....	R	1,037	180 54	1,845	4,322	37 67	60 90
246	Woodville .....	R	500	202 35	2,680	1,178	38 23	20 80
247	Worthington .....	R	350	342 71	600	1,208	83 76	140 42
248	Wyoming .....		495	12 14	1,220	475	10 00	.....
249	Zephyr .....		400	142 19	1,514	1,865	31 63	93 20
250	Zurich .....		1,500	107 06	600	1,002	47 13	101 67
Total .....			150,949	39,851 24	436,654	552,288	9,963 21	16,921 59

## FREE PUBLIC LIBRARIES

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on books in 1919
				\$ c.			\$ c.	\$ c.
1	Acton .....		2,000	417 70	4,041	10,095	115 83	198 79
2	Ailsa Craig .....		No annual report for 1919					
3	Amherstburg .....	R	2,700	1,122 61	4,502	12,750	101 83	220 67
4	Arnprior .....		4,500	381 85	4,067	4,560	155 52	306 89
5	Arthur .....	R	1,009	260 75	3,833	5,815	50 02	100 42
6	Aurora .....	R	2,700	1,025 47	3,463	8,448	55 06	60 88
7	Aylmer .....	R	2,300	1,061 13	8,699	17,282	180 79	296 82
8	Ayr .....	R	809	534 00	4,125	6,834	96 06	115 74
9	Barrie .....	R	6,422	3,867 61	6,673	34,104	260 00	496 28
10	Beamsville .....	R	1,164	544 04	5,258	8,424	65 14	93 56
11	Beaverton .....	R	1,016	298 92	1,949	905	54 02	63 50
12	Beeton .....		600	151 65	2,540	2,166	34 64	59 50
13	Belleville .....	R	12,345	4,563 30	9,978	34,823	260 00	1,252 32
14	Belmont .....		No annual report for 1919					
15	Bothwell .....		650	248 56	3,057	5,082	53 97	134 43
16	Bracebridge .....	R	2,303	1,206 00	5,680	13,688	169 68	233 45
17	Brampton .....	R	4,500	1,677 56	7,390	23,374	245 11	288 07
18	Brantford .....	R	30,549	9,358 64	29,352	113,913	260 00	1,694 26
19	Brighton .....	R	1,350	261 93	4,080	2,185	50 76	45 30
20	Brockville .....	R	9,324	2,034 34	15,443	18,552	240 87	410 72
21	Brussels .....	R	1,000	778 83	4,733	5,322	120 58	108 51
22	Burk's Falls .....	R	1,000	280 17	3,085	2,668		
23	Campbellford .....	R	3,100	1,378 07	4,119	19,189	227 41	464 72
24	Cardinal .....	R	1,147	209 68	2,769	3,052	37 89	23 13
25	Carleton Place .....	R	3,844	616 67	7,464	13,881	127 52	214 14
26	Cayuga .....		800	139 65	1,921	1,686	24 96	24 15
27	Chatham .....	R	15,030	4,140 39	11,060	58,539	260 00	877 56
28	Chesley .....	R	1,741	472 25	3,101	5,288	112 19	104 50
29	Clifford .....		600	212 51	1,377	4,560	42 86	101 85
30	Clinton .....	R	2,300	973 62	7,611	16,726	147 85	208 42
31	Collingwood .....	R	7,262	3,317 40	9,992	18,039	258 19	429 71
32	Cornwall .....	R	6,918	1,445 45	5,934	12,438	175 18	307 04
33	Delhi .....	R	900	239 17	2,438	2,468	62 45	59 07
34	Deseronto .....	R	2,117	316 87	6,757	6,860	57 34	19 77
35	Drayton .....	R	625	225 87	3,698	5,663	50 46	6 18
36	Dresden .....	R	1,500	721 24	1,921	1,969	86 20	73 80
37	Dundas .....	R	5,009	2,187 03	9,249	38,646	215 84	582 08
38	Durham .....	R	1,540	536 43	3,836	6,632	47 94	48 75
39	Elmira .....	R	2,097	760 21	5,284	9,042	178 46	315 67
40	Elora .....	R	1,177	724 28	8,552	8,364	105 26	156 38
41	Erin .....		525	194 69	3,225	6,500	69 10	111 35
42	Essex .....	R	1,715	774 49	3,901	5,375	117 94	206 99
43	Exeter .....	R	1,431	873 09	5,050	10,047	90 66	148 82
44	Fergus .....	R	1,850	1,335 36	5,190	10,632	134 01	172 25
45	Forest .....	R	1,416	617 69	4,115	12,843	50 08	113 10
46	Fort Frances .....	R	2,849	1,798 71	3,588	9,308	249 27	425 06
47	Fort William .....	R	19,886	13,548 33	28,518	97,616	260 00	2,322 45
48	Fort William, Br. ....	R		7,126 21	2,042	12,287	260 00	2,500 00
49	Galt .....	R	13,000	4,757 12	10,516	45,043	260 00	606 43
50	Gananoque .....	R	3,604	1,055 36	5,730	20,490	201 55	297 25
51	Garden Island .....		No annual report for 1919					
52	Georgetown .....	R	2,100	756 06	4,238	12,100	117 64	200 88
53	Glencoe .....		No annual report for 1919					
54	Goderich .....	R	4,700	1,551 28	6,078	19,353	204 75	336 91
55	Grand Valley .....	R	700	552 30	3,290	6,515	68 22	84 05
56	Gravenhurst .....		1,702	145 52	2,256	1,717	32 40	48 03
57	Grimsby .....	R	2,000	1,569 33	4,361	18,390	209 71	306 62
58	Guelph .....	R	17,052	5,999 82	19,553	75,847	260 00	777 64
59	Hagersville .....	R	1,200	575 10	2,277	1,751	107 17	133 28
60	Hamilton .....	R	108,000	68,857 24	50,283	324,634	260 00	5,228 35
61	Hamilton, Branch...	R		1,425 85	7,809	95,021	260 00	1,220 86

## FREE PUBLIC LIBRARIES—Continued

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on books in 1919
				\$ c.			\$ c.	\$ c.
62	Hanover .....	R	3,300	950 03	3,548	10,973	170 80	299 00
63	Harriston .....	R	1,400	940 65	4,053	18,319	138 22	219 80
64	Hensall .....	.....	800	293 24	3,068	4,770	94 02	168 74
65	Hespeler .....	R	3,000	737 06	5,182	13,790	134 87	204 65
66	Ingersoll .....	R	5,347	1,697 03	6,462	22,442	171 02	243 90
67	Kemptville .....	R	1,150	486 93	4,198	9,428	106 65	150 00
68	Kenora .....	R	5,000	2,646 25	4,076	15,096	148 63	313 32
69	Kincardine .....	R	2,306	656 83	4,533	4,535	69 71	95 51
70	Kingston .....	R	23,267	5,368 95	12,419	74,047	260 00	2,221 13
71	Kingsville .....	R	2,000	622 28	3,441	10,116	99 97	145 23
72	Kintore .....	.....	280	151 93	1,854	2,037	48 09	81 00
73	Kitchener .....	R	19,767	6,841 27	15,697	58,969	260 00	1,041 01
74	Lakefield .....	R	1,197	526 25	695	4,760	20 00	267 64
75	Lanark .....	.....	625	172 75	1,995	3,125	37 87	76 25
76	Lancaster .....	.....	700	170 32	5,010	2,693	25 72	28 69
77	Leamington .....	R	4,000	1,304 54	6,075	21,097	240 10	451 03
78	Lindsay .....	R	8,200	2,145 31	7,901	21,631	251 45	402 91
79	Listowel .....	R	2,600	682 36	5,182	10,673	163 31	230 32
80	Little Britain .....	R	200	224 22	3,026	2,863	55 21	59 58
81	London .....	R	59,100	16,682 57	41,413	234,767	260 00	3,213 59
82	London East .....	R	.....	2,624 21	5,564	52,446	260 00	914 89
83	London South .....	.....	.....	1,690 89	2,149	21,679	200 00	981 39
84	Lucknow .....	R	990	937 24	3,539	5,271	154 10	262 76
85	Markdale .....	R	925	704 62	3,446	7,072	64 98	70 41
86	Merrickville .....	.....	950	166 18	3,042	8,010	20 00	.....
87	Merrittton .....	.....	2,650	140 56	2,638	7,662	20 00	.....
88	Midland .....	R	7,334	1,801 01	7,921	33,793	223 00	352 87
89	Millbrook .....	R	746	314 92	2,880	7,372	110 33	120 21
90	Milverton .....	R	1,044	705 32	3,096	4,369	78 68	222 45
91	Mimico .....	R	2,498	2,011 70	3,250	16,044	209 80	452 65
92	Mitchell .....	R	1,596	833 26	5,545	5,402	69 68	102 50
93	Mount Forest .....	R	2,500	745 41	4,340	14,987	89 37	145 95
94	New Hamburg .....	R	1,356	612 95	2,894	6,861	79 70	110 91
95	New Liskeard .....	R	2,000	2,296 85	4,616	9,910	213 96	372 01
96	Newmarket .....	R	3,600	595 61	4,561	9,338	107 09	128 68
97	Niagara Falls .....	R	14,307	5,134 06	16,212	61,563	260 00	1,216 73
98	North Bay .....	R	10,183	3,758 72	6,511	25,202	260 00	725 82
99	Norwich .....	R	1,262	1,189 38	3,988	9,098	135 62	278 14
100	Oakwood .....	R	300	147 94	2,117	1,710	52 39	39 11
101	Orangeville .....	R	2,173	1,590 30	6,869	16,441	158 56	208 93
102	Orillia .....	R	8,058	2,350 82	7,822	32,484	260 00	601 77
103	Oshawa .....	R	9,700	1,753 07	5,920	27,292	189 42	355 05
104	Ottawa .....	R	107,732	31,913 83	67,893	251,738	260 00	4,805 07
105	Ottawa, South .....	R	.....	1,609 87	2,424	12,980	204 64	294 28
106	Ottawa, West .....	R	.....	2,645 35	4,673	21,828	251 52	460 77
107	Otterville .....	.....	600	169 89	2,014	5,077	73 22	109 62
108	Owen Sound .....	R	12,000	3,155 43	6,686	41,533	260 00	646 45
109	Paisley .....	R	730	364 61	5,661	8,304	83 43	106 75
110	Palmerston .....	R	2,200	1,108 67	2,983	7,210	88 21	145 44
111	Paris .....	R	4,866	1,515 09	12,125	28,548	209 06	293 11
112	Parkhill .....	R	1,400	659 85	2,638	3,405	88 06	138 01
113	Parry Sound .....	.....	3,850	1,375 41	3,925	18,509	184 01	527 43
114	Pembroke .....	R	8,000	2,523 50	6,447	21,103	260 00	814 42
115	Penetanguishene .....	R	3,928	1,343 56	6,603	11,685	181 30	242 60
116	Perth .....	R	4,100	1,568 97	4,336	16,713	85 61	105 78
117	Peterborough .....	R	21,230	6,885 03	16,645	67,049	260 00	903 27
118	Pictou .....	R	3,500	1,959 91	7,666	24,443	260 00	406 08
119	Port Arthur .....	R	15,094	10,654 06	15,632	81,290	260 00	1,602 28
120	Port Carling .....	R	400	315 25	2,018	2,517	93 08	128 27
121	Port Colborne .....	R	3,200	700 92	2,469	10,595	197 82	311 82



## FREE PUBLIC LIBRARIES—Continued

Statistics, 1919, showing Legislative Grants paid in 1920

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on Books in 1919
				\$ c.			\$ c.	\$ c.
122	Port Elgin .....	R	1,500	912 52	5,089	12,457	87 32	207 10
123	Port Hope .....	R	4,290	1,598 57	7,526	23,817	185 93	389 49
124	Port Rowan .....		626	205 53	1,892	1,796	32 76	31 61
125	Prescott .....	R	2,660	538 44	6,877	15,057	105 59	159 14
126	Preston .....	R	5,184	2,238 13	8,957	26,431	179 98	276 36
127	Renfrew .....		6,384	1,537 02	4,018	26,915	253 62	501 60
128	Richmond Hill .....	R	930	316 89	4,578	6,764	72 84	85 58
129	Ridgeway .....		750	92 02	2,578	3,389	18 44	9 20
130	St. Catharines .....	R	19,195	6,862 09	12,233	59,591	260 00	1,247 95
131	St. Mary's .....	R	3,886	1,064 25	9,503	21,380	179 06	263 32
132	St. Thomas .....	R	17,207	4,640 22	16,745	71,796	260 00	1,020 13
133	Sarnia .....	R	12,699	4,436 88	12,797	47,735	260 00	1,225 32
134	Sault Ste. Marie .....	R	20,000	8,884 36	9,037	72,304	260 00	3,392 59
135	Sault Ste. Marie, West	R	.....	1,416 65	1,073	121	251 51	692 49
136	Schreiber .....	R	1,021	746 03	1,659	4,113	20 46	32 75
137	Seaforth .....	R	2,025	972 39	5,602	17,253	134 20	161 11
138	Shelburne .....	R	1,100	640 34	4,519	6,545	76 51	158 42
139	Simcoe .....	R	4,010	2,446 32	10,464	25,986	237 28	454 53
140	Smith's Falls .....	R	6,665	1,824 43	6,440	22,397	207 07	295 56
141	South River .....		600	109 06	1,232	1,308	26 17	42 81
142	Springfield .....		426	55 98	1,619	1,680	10 00	.....
143	Stayner .....		1,000	156 57	2,332	1,639	33 96	37 95
144	Stirling .....	R	850	637 12	2,453	5,661	121 07	243 46
145	Stouffville .....	R	1,025	360 34	5,994	6,460	115 10	135 93
146	Stratford .....	R	18,106	3,660 11	15,479	61,798	260 00	930 94
147	Strathroy .....	R	2,637	716 34	9,251	27,001	118 23	122 32
148	Streetsville .....		550	265 37	2,907	2,288	35 00	53 45
149	Sudbury .....	R	8,227	2,173 78	2,285	15,147	187 75	369 86
150	Sundridge .....		450	78 47	1,060	640	24 58	47 82
151	Sutton West .....	R	850	198 40	1,854	5,043	66 55	91 80
152	Tara .....	R	560	459 83	1,976	3,657	77 27	68 61
153	Tavistock .....	R	980	1,363 17	4,393	12,591	112 99	147 99
154	Teeswater .....	R	900	586 57	5,120	4,668	99 32	156 56
155	Thorold .....	R	4,325	1,279 10	6,505	6,626	77 14	103 25
156	Tilbury .....		No annual report for 1919					
157	Tillsonburg .....	R	3,000	1,486 39	4,678	26,501	194 52	237 15
158	Toronto, Beaches .....	R	511,246	8,159 96	10,073	105,908	239 30	1,327 35
159	" Church .....	R	.....	16,826 19	56,807	96,085	260 00	1,317 00
160	" College .....	R	.....	68,923 38	140,414	482,473	260 00	10,088 20
161	" Deer Park .....	R	.....	7,097 79	10,126	72,649	244 30	878 00
162	" Dovercourt .....	R	.....	15,830 35	18,178	203,849	260 00	2,195 05
163	" Earls court .....	R	.....	5,884 39	8,613	83,874	227 05	1,097 50
164	" Eastern .....	R	.....	3,175 88	4,775	20,140	214 30	439 00
165	" High Park .....	R	.....	10,105 63	12,773	137,396	239 30	1,975 50
166	" Municipal .....	R	.....	1,417 35	1,332	8,484	141 88	204 00
167	" Northern .....	R	.....	4,102 91	7,505	29,001	220 30	658 50
168	" Queen & Lisgar .....	R	.....	7,456 81	16,684	91,815	250 00	1,102 50
169	" Riverdale .....	R	.....	13,854 39	18,225	174,269	260 00	1,536 50
170	" Western .....	R	.....	7,674 09	13,290	105,032	249 30	1,322 00
171	" Wychwood .....	R	.....	7,991 63	10,410	86,695	222 30	1,097 50
172	" Yorkville .....	R	.....	8,604 72	14,158	57,409	250 00	888 00
173	Trenton .....		No annual report for 1919					
174	Uxbridge .....	R	1,579	653 03	6,786	10,459	81 89	169 81
175	Walkerton .....	R	2,500	1,284 91	4,283	9,556	107 38	179 19
176	Walkerville .....	R	6,279	4,269 20	9,398	44,169	260 00	756 01
177	Wallaceburg .....	R	4,067	2,330 38	4,288	27,107	206 36	402 90
178	Waterford .....		1,010	118 65	1,159	675	15 00	.....

**FREE PUBLIC LIBRARIES—Concluded**  
**Statistics, 1919, showing Legislative Grants paid in 1920**

No.	Library	Reading Room	Population	Total Expenditure	Volumes in Library	Circulation	Legislative Grant paid in 1920	Amount expended on Books in 1919
				\$ c.			\$ c.	\$ c.
179	Waterloo .....	R	5,476	2,218 01	12,042	21,111	260 00	287 65
180	Watford .....	R	1,075	603 76	4,538	7,215	65 71	104 68
181	Weston .....	R	2,495	1,698 41	4,857	22,619	252 68	613 49
182	Whitby .....	R	3,469	1,210 96	3,885	13,535	145 98	190 57
183	Windsor .....	R	31,485	10,681 39	28,330	95,510	260 00	1,742 96
184	Wingham .....	R	2,358	994 50	6,897	9,314	250 94	395 82
185	Woodstock .....	R	10,126	3,646 36	12,446	47,009	260 00	546 42
186	Wroxeter .....		350	216 55	5,654	2,337	67 16	127 55
Total .....			1,479,052	580,051 58	1,470,288	5,628,417	27,686 01	100,093 13

**Notes from Public Libraries' Register**

Two libraries were added to the list of Free Libraries during 1920; Kingston and Strathroy; they were formerly Association Libraries.

Ten Association Libraries were placed on the list, six of which were re-organized libraries, and four were new libraries. Those re-organized were Camden East, Bancroft, Dutton, Kearney, Maxville, and Thornhill. The new libraries were Birchcliff, Marmora, Palermo and Sonya.

**Grants to Historical, Literary and Scientific Institutions**

The following Historical, Literary and Scientific Institutions, etc., duly reported according to the requirements of the Act, and received the undermentioned grants during the fiscal year ending October 31st, 1920:

	\$ c.
Brant Historical Society .....	100 00
Elgin Historical and Scientific Association .....	100 00
Essex Historical Society .....	100 00
Huron Institute .....	100 00
Kent Historical Society .....	100 00
Kingston Historical Society .....	100 00
L'Alliance Française, Ottawa .....	400 00
Lennox and Addington Historical Society .....	100 00
Lundy's Lane Historical Society .....	200 00
London and Middlesex Historical Society .....	100 00
Niagara Historical Society .....	200 00
Ontario Historical Society .....	800 00
Thunder Bay Historical Society, Fort William .....	100 00
Wentworth Historical Society .....	200 00
Women's Canadian Historical Society of Ottawa .....	200 00
Women's Canadian Historical Society of Toronto .....	100 00
Women's Wentworth Historical Society .....	300 00
Hamilton Scientific Association .....	400 00
Canadian Institute .....	2,500 00
Club Litteraire Canadien Français, Ottawa .....	300 00
L'Institut Canadien Français, Ottawa .....	300 00
Ottawa Field Naturalists' Club .....	200 00
Royal Astronomical Society, Toronto .....	600 00
Society of Chemical Industry .....	300 00
Ontario Library Association .....	400 00
Reading Camp Association .....	4,500 00
St. Patrick's Literary Association of Ottawa .....	200 00
Canadian Free Library for the Blind .....	700 00
Waterloo Historical Society .....	100 00
United Empire Loyalists .....	200 00
York Pioneers .....	200 00
Ottawa Association for the Blind .....	1,000 00
Institut Jeanne D'Arc, Ottawa .....	200 00
Le Cercle Social, Ottawa .....	200 00
Folk Lore Society .....	100 00
Grenville Pioneer and Historical Society .....	100 00

# APPEN- TEACHERS' FINANCIAL

Name of Institute	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		\$ c.	\$ c.	\$ c.
1 Algoma East.....	140	50 00	.....	71 00
2 Algoma (Eastern Division).....	27	50 00	.....	11 00
3 Brant.....	140	50 00	50 00	30 00
4 Bruce East.....	104	50 00	50 00	.....
5 Bruce West.....	106	50 00	50 00	26 50
6 Carleton East.....	141	50 00	50 00	70 50
7 Carleton West, and Lanark East.....	108	50 00	50 00	83 25
8 Dufferin.....	108	.....	100 00	.....
9 Dundas.....	102	50 00	50 00	57 00
10 Elgin East.....	106	50 00	50 00	25 75
11 Elgin West.....	115	50 00	22 00	49 25
12 Essex North.....	58	25 00	50 00	.....
13 Essex South.....	171	100 00	50 00	35 25
14 Frontenac North, and Addington.....	47	50 00	30 62	24 50
15 Frontenac South.....	103	50 00	50 00	25 50
16 Glengarry.....	110	50 00	100 00	21 00
17 Grey East.....	85	50 00	50 00	.....
18 Grey South.....	92	100 00	.....	22 50
19 Grey West.....	119	50 00	50 00	59 50
20 Haliburton.....	32	25 00	25 00	7 50
21 Haldimand.....	104	50 00	50 00	.....
22 Halton.....	123	50 00	50 00	43 50
23 Hastings Centre.....	104	50 00	50 00	20 00
24 Hastings North.....	48	25 00	25 00	10 75
25 Hastings South, and Belleville.....	129	50 00	28 27	31 25
26 Huron East.....	118	50 00	50 00	31 00
27 Huron West.....	115	100 00	50 00	28 75
28 Kenora.....	.....	50 00	.....	.....
29 Kent East.....	105	50 00	50 00	25 00
30 Kent West, and City of Chatham.....	144	.....	50 00	36 00
31 Lambton East.....	111	50 00	50 00	24 00
32 Lambton West.....	153	50 00	50 00	72 50
33 Lanark West, and Smith's Falls.....	112	50 00	50 00	28 00
34 Leeds East, and Brockville (No. 2).....	110	.....	50 00	55 00
35 Leeds West (No. 1).....	85	100 00	50 00	20 75
36 Leeds and Grenville (No. 3).....	90	50 00	50 00	42 00
37 Lennox and Addington.....	109	.....	25 00	27 25
38 Lincoln.....	112	50 00	50 00	27 00
39 Manitoulin East.....	27	50 00	.....	27 00
40 Manitoulin West.....	31	50 00	.....	23 00
41 Middlesex East.....	132	50 00	50 00	31 00
42 Middlesex West.....	108	50 00	50 00	78 00
43 Muskoka.....	109	50 00	.....	47 00
44 Nipissing.....	87	50 00	.....	43 50
45 Norfolk.....	108	50 00	.....	50 50
46 Northumberland and Durham, No. 1.....	103	50 00	25 00	22 75
47 Northumberland and Durham, No. 2.....	102	50 00	25 00	20 00
48 Northumberland and Durham, No. 3.....	86	50 00	150 00	21 50
49 Ontario North.....	84	25 00	25 00	42 00



## DIX L

INSTITUTES  
STATEMENT

Receipts—Continued			Expenditure				
Balances and other sources		Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals	Miscellaneous	Total Expenditure	Balances
\$	c.	\$	c.	\$	c.	\$	c.
1	198 19	319 19	18 60	32 80	98 42	149 82	169 37
2	54 79	115 79	10 17	2 40	36 15	48 72	67 07
3	134 99	264 99	16 75	76 52	44 00	137 27	127 72
4	593 72	693 72	425 73	18 25	37 96	481 94	211 78
5	414 97	541 47	28 30	71 11	180 25	279 66	261 81
6	28 32	198 82	19 62	50 00	83 55	153 17	45 65
7	42 81	226 06	13 80	43 82	90 45	148 07	77 99
8	115 08	215 08	36 00	37 50	65 05	138 55	76 53
9	74 48	231 48	29 46	20 00	112 25	161 71	69 77
10	240 62	366 37	11 40	89 93	115 25	216 58	149 79
11	123 52	244 77	18 25	124 57	23 05	165 87	78 90
12	72 15	147 15	7 30	.....	43 00	50 30	96 85
13	25 42	210 67	9 13	40 00	47 15	96 28	114 39
14	99 49	204 61	9 48	83 50	41 54	134 52	70 09
15	184 88	310 38	7 33	45 03	54 55	106 91	203 47
16	263 65	434 65	58 37	38 46	115 00	211 83	222 82
17	229 51	329 51	13 39	96 34	51 25	160 98	168 53
18	303 20	425 70	9 75	114 39	56 00	180 14	245 56
19	110 66	270 16	13 50	52 70	93 25	159 45	110 71
20	65 48	122 98	5 40	22 50	40 00	67 90	55 08
21	686 42	786 42	8 35	100 00	9 20	117 55	668 87
22	338 00	481 50	23 70	155 09	42 20	220 99	260 51
23	154 45	274 45	24 20	168 25	70 85	263 30	11 15
24	198 53	259 28	7 41	44 46	45 20	97 07	162 21
25	102 53	212 05	7 82	74 83	53 85	136 50	75 55
26	259 83	390 83	27 83	50 00	114 01	191 84	198 99
27	98 08	276 83	50 85	65 50	75 30	191 65	85 18
28	78 37	128 37	6 04	.....	36 45	42 49	85 88
29	379 47	504 47	10 20	.....	90 40	100 60	403 87
30	358 06	444 06	12 55	52 00	93 30	157 85	286 21
31	54 66	178 66	12 25	67 71	97 40	177 36	1 30
32	242 35	414 85	13 50	90 53	117 55	221 58	193 27
33	170 80	298 80	15 70	79 50	64 50	159 70	139 10
34	95 78	200 78	15 00	67 50	50 00	132 50	68 28
35	188 99	359 74	16 39	112 63	61 00	190 02	169 72
36	111 83	253 83	14 67	70 37	49 00	134 04	119 79
37	105 68	157 93	19 41	9 32	49 80	138 53	19 40
38	148 98	275 98	10 30	30 19	82 90	123 39	152 59
39	19 57	96 57	7 91	25 00	44 84	77 75	18 82
40	31 28	104 28	7 41	28 53	35 12	71 06	33 22
41	130 24	261 24	20 71	64 47	77 20	162 38	98 86
42	211 82	389 82	15 17	61 24	80 17	156 58	233 24
43	148 80	245 80	11 53	64 80	42 90	119 23	126 57
44	107 47	200 97	14 25	19 20	73 75	107 20	93 77
45	169 17	269 67	36 74	50 00	22 00	108 74	160 93
46	171 82	269 57	12 00	79 21	32 20	123 41	146 16
47	72 13	167 13	9 16	46 01	42 55	97 72	69 41
48	197 54	419 04	17 50	61 28	112 50	191 28	227 76
49	68 83	160 83	11 15	25 00	57 25	93 40	67 43

# TEACHERS' FINANCIAL

Name of Institute—Concluded	Total Registered Attendance of Members	Receipts		
		Government Grant	Municipal Grant	Members' Fees
		\$ c.	\$ c.	\$ c.
50 Ontario South .....	108	50 00	50 00	48 00
51 Oxford .....	221	75 00	75 00	44 00
52 Parry Sound East .....	53	50 00	.....	12 75
53 Parry Sound West .....	65	50 00	.....	12 75
54 Peel .....	102	50 00	50 00	100 00
55 Perth and City of Stratford .....	207	75 00	75 00	94 50
56 Peterborough .....	120	50 00	50 00	52 50
57 Prescott and Russell .....	81	50 00	50 00	20 25
58 Prince Edward .....	101	50 00	50 00	23 25
59 Rainy River .....	72	50 00	.....	.....
60 Renfrew North .....	112	50 00	50 00	54 00
61 Renfrew South .....	140	50 00	50 00	36 35
62 Simcoe East .....	124	50 00	.....	.....
63 Simcoe North .....	119	50 00	.....	23 50
64 Simcoe South-West .....	112	100 00	50 00	25 75
65 Stormont .....	127	50 00	50 00	61 50
66 Sudbury .....	125	.....	.....	31 50
67 Thunder Bay .....	200	50 00	75 00	58 25
68 Timiskaming North .....	53	50 00	.....	26 50
69 Timiskaming South .....	111	100 00	.....	57 50
70 Victoria .....	159	50 00	50 00	72 50
71 Waterloo .....	308	100 00	100 00	187 00
72 Welland .....	203	100 00	100 00	42 50
73 Wellington North .....	85	100 00	50 00	18 25
74 Wellington South .....	141	50 00	50 00	.....
75 Wentworth .....	134 00	50 00	50 00	59 00
76 York East .....	136	50 00	100 00	33 75
77 York North .....	92	50 00	100 00	45 50
78 York West .....	148	50 00	100 00	38 00
79* Ontario Educational Association .....	963	1,400 00	.....	385 20
Cities				
80 Brantford .....	92	25 00	50 00	50 00
81 Guelph .....	.....	25 00	25 00	.....
82 Hamilton .....	354	100 00	125 00	204 50
83 Kingston .....	63	25 00	25 00	16 25
84 London .....	274	75 00	75 00	124 00
85 Ottawa .....	393	100 00	100 00	169 50
86 Peterborough .....	104	50 00	25 00	52 00
87 St. Catharines and Niagara Falls .....	95	50 00	50 00	17 25
88 Toronto, District No. 1 .....	263	75 00	75 00	128 75
89 " " " 2 .....	216	75 00	75 00	62 75
90 " " " 3 .....	241	75 00	75 00	55 75
91 " " " 4 .....	243	75 00	75 00	.....
92 " " " 5 .....	228	75 00	75 00	58 00
93 " " " 6 .....	253	75 00	75 00	61 50
94 " " " 7 .....	232	75 00	75 00	65 00
95 Windsor and Walkerville .....	131	50 00	50 00	89 75
Totals, 1919 .....	12,767	6,475 00	4,405 89	4,368 55
Totals, 1918 .....	8,869	6,725 00	4,202 30	3,635 17
Increases .....	3,898	.....	203 59	733 38
Decreases .....	.....	250 00	.....	.....

\* Statement for 1919-1920.

## INSTITUTES—Concluded

## STATEMENT—Concluded

Receipts—Concluded		Expenditure				Balances
Balances and other sources	Total Receipts	Printing, Postage, etc.	Libraries, Educational Journals	Miscellaneous	Total Expenditure	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
50	181 09	329 09	13 91	76 00	83 00	172 91
51	203 98	397 98	16 57	125 70	121 38	263 65
52	89 88	152 63	9 95	25	10 00	20 20
53	87 15	149 90	52 65	26 89	15 00	94 54
54	133 11	333 11	23 63	108 74	136 25	268 62
55	340 80	585 30	20 31	167 48	275 80	463 59
56	86 36	238 86	32 51	97 00	48 15	177 66
57	425 94	546 19	49 41	24 25	64 63	138 29
58	133 39	256 64	17 22	40 99	82 17	140 38
59	174 10	224 10	8 50	22 26	103 13	133 89
60	104 76	258 76	20 55	36 30	60 00	116 85
61	113 41	249 76	7 95	82 97	26 65	117 57
62	151 96	201 96	8 75	.....	58 50	67 25
63	192 93	266 43	16 00	80 00	72 45	168 45
64	141 46	317 21	8 80	152 12	53 30	214 22
65	56 49	217 99	11 15	97 58	69 35	178 08
66	73 66	105 16	9 75	25 00	2 00	36 75
67	175 75	359 00	35 23	61 08	70 00	166 31
68	29 06	105 56	24 26	32 24	37 95	94 45
69	93 47	250 97	18 09	50 00	98 25	166 34
70	160 12	332 62	29 64	36 50	84 00	150 14
71	202 33	589 33	34 87	90 49	199 82	325 18
72	263 33	505 83	13 32	75 69	150 26	239 27
73	138 07	306 32	26 39	85 41	114 53	226 33
74	282 07	382 07	11 28	.....	87 52	98 80
75	115 09	274 09	27 50	108 42	95 30	231 22
76	297 61	481 36	80 15	125 95	55 66	261 76
77	254 38	449 88	59 05	111 59	45 02	215 66
78	339 97	527 97	95 65	101 24	85 05	281 94
79	1,663 46	3,448 66	851 02	.....	735 15	1,586 17
80	33 36	158 36	1 60	57 38	37 16	96 14
81	71 26	121 26	3 02	38 72	20 00	61 74
82	359 52	789 02	23 21	323 04	171 27	517 52
83	98 46	164 71	12 75	35 62	103 00	151 37
84	115 18	389 18	29 85	75 00	112 50	217 35
85	194 27	563 77	94 45	130 00	338 60	563 05
86	74 74	201 74	9 55	65 80	60 05	135 40
87	126 26	243 51	9 21	97 10	56 19	162 50
88	259 96	538 71	29 27	487 44	22 00	538 71
89	271 29	484 04	36 13	.....	447 91	484 04
90	254 32	460 07	18 29	222 00	100 00	340 29
91	391 53	541 53	31 81	211 80	237 68	481 29
92	242 36	450 36	36 36	240 00	88 50	364 86
93	292 36	503 86	66 51	313 59	60 00	440 10
94	394 86	609 86	84 16	196 75	328 95	609 86
95	23 30	213 05	15 70	4 91	75 00	95 61
18,385 62		33,635 06	3,357 36	7,423 73	8,650 59	19,431 68
16,168 95		30,731 42	1,837 11	5,324 82	8,377 33	15,539 26
2,216 67		2,903 64	1,520 25	2,098 91	273 26	3,892 42
						988 78



# APPEN- FIFTH CLASSES.

Inspectorate		Name of School (In the case of rural schools the section number and the name of the township are given.)	Post Office
Algoma .....	1	1 McDonald .....	Echo Bay .....
Brant and N. Norfolk (in part) .....	2	8 Burford .....	Burford .....
	3	11 Windham .....	Vanessa, R.R. 2 .....
Bruce, West .....	4	Tiverton .....	Tiverton .....
Dundas .....	5	6 Mountain .....	Inkerman .....
	6	4 Winchester .....	Winchester, R.R. 1 .....
Elgin, West .....	7	10 Dunwich .....	Campbellton .....
Essex .....	8	Kingsville .....	Kingsville .....
	9	2 Pelee Island .....	Pelee Island .....
Grey, East .....	10	U12 Artemesia & Glenelg .....	Priceville .....
	11	3 Euphrasia .....	Kimberley .....
Grey, South .....	12	Neustadt .....	Neustadt .....
Grey, West .....	13	Shallow Lake .....	Shallow Lake .....
Haldimand .....	14	U3 Walpole & Rainham .....	Selkirk .....
Haliburton .....	15	1 Anson .....	Minden .....
Halton and Wentworth (in part) .....	16	U9 & 14 W. Flamboro' and Beverly .....	Dundas, R.R. 4 .....
Hastings, Centre .....	17	Marmora .....	Marmora .....
Huron, East .....	18	7 Howick .....	Gorrie .....
	19	17 Howick .....	Fordwich .....
Huron, West .....	20	Hensall .....	Hensall .....
	21	8 Ashfield .....	Dungannon .....
	22	7 Hay .....	Zurich .....
	23	5 Stephen .....	Crediton .....
	24	16 Stephen .....	Dashwood .....
	25	6 Osborne .....	Woodland, R.R. 1 .....
	26	4 West Wawanosh .....	Lucknow, R.R. 1 .....
	27	Bayfield .....	Bayfield .....
	28	3 Ashfield .....	Lucknow, R.R. 7 .....
Kenora, Thunder Bay East and Algoma (in part) .....	29	1 Schreiber .....	Schreiber .....
	30	Sioux Lookout .....	Sioux Lookout .....
	31	1 White River .....	White River .....
Kent, West .....	32	9 Chatham .....	Tupperville .....
	33	Wheatley .....	Wheatley .....

## DIX M

1919-1920

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
Name of Principal and Degree	Professional Certificate	Annual Salary, 1920	No. of Pupils	Average Daily Attendance	A	B	C		
1 Annie W. McIntosh .....	I	\$ 900	9	7	....	1	....	\$ c. 279 68	\$ c. 235 92
2 John A. Henry .....	II	1,300	5	3	1	....	....	666 83	158 92
3 Revah E. Miller.....	II	675	2	2	....	1	....	124 52	59 95
4 Maude B. Alexander .....	II	795	3	2	....	1	....	304 89	128 89
5 Leta A. Connell .....	II	800	5	3	....	1	....	253 71	90 02
6 Jessie Sutherland.....	I	750	8	5	1	....	....	342 75	121 05
7 Mary Leitch .....	II	725	2	2	....	....	1	173 75	59 87
8 W. J. Elliott .....	I	1,600	8	5	1	....	....	365 49	201 54
9 R. E. Patterson .....	I	1,100	7	2	....	....	1	188 23	73 82
10 Annie Harrow.....	II	800	6	4	....	1	....	205 20	75 52
11 Katherine M. Faulkner .....	I	750	3	2	....	1	....	252 00	95 20
12 H. M. Ermel .....	II	1,100	7	6	....	1	....	208 82	120 88
13 Russel Taylor .....	II	1,300	3	2	....	....	1	170 70	107 07
14 Jessie Kelso.....	I	1,000	9	5	1	....	....	595 00	127 00
15 L. E. R. Stephens .....	II	1,000	12	6	....	1	....	89 49	73 94
16 Meryol E. Logan.....	I	825	4	3	....	1	....	235 56	113 55
17 Charles S. Haig.....	II	1,300	24	18	1	....	....	245 22	164 53
18 Shirley Muir .....	I	1,000	3	2	....	1	....	219 82	111 98
19 Geo. H. Jefferson.....	II	1,050	8	7	....	1	....	263 59	91 35
20 Wm. Mackay .....	II	1,200	5	3	1	....	....	270 80	167 08
21 Frederick Ross .....	II	950	6	3	1	....	....	224 58	132 45
22 Nelson E. Dahms .....	II	1,200	18	11	1	....	....	312 00	141 20
23 Marcus C. Roszell, B.A. ....	II	1,200	15	13	1	....	....	439 00	177 50
24 Geo. S. Howard .....	II	1,250	8	5	1	....	....	348 00	144 70
25 Mae J. Ready .....	II	1,000	8	5	1	....	....	204 00	130 40
26 Verna J. McLaughlin.....	I	850	10	8	1	....	....	205 00	139 25
27 Elizabeth Fair .....	I	800	8	6	....	1	....	227 00	122 70
28 Anna Mackenzie.....	II	750	2	2	....	....	1	235 00	73 50
29 George A. Evans.....	III	2,000	12	9	1	....	....	261 54	272 30
30 E. B. Howard .....	II	1,200	8	6	....	1	....	162 42	231 98
31 Charles W. Ullrich .....	II	1,200	2	2	....	....	1	318 95	172 50
32 Reginald Patterson .....	I	800	7	4	....	1	....	261 47	87 28
33 Jessie L. Linklater.....	I	950	8	5	1	....	....	420 70	201 57

## FIFTH CLASSES,

Inspectorate	Name of School	Post Office
(In the case of rural schools, the section number and the name of the township are given)		
Lambton, East .....	34 1 Euphemia .....	Florence, R. R. 2 .....
	35 5 Euphemia .....	Florence .....
	36 10 Euphemia .....	Bothwell, R. R. 5 .....
	37 1 Dawn .....	Tupperville, R. R. 2 .....
	38 11 Dawn .....	Tupperville, R. R. 2 .....
	39 20 Dawn .....	Croton, R. R. 1 .....
Lambton, West .....	40 Courtright .....	Courtright .....
	41 11 Moore .....	Brigden .....
Lincoln .....	42 U3 Louth .....	Vineland .....
Manitoulin .....	43 1 Carnarvon .....	Mindemoya .....
Muskoka, South and West .....	44 Bala .....	Bala .....
	45 Port Carling .....	Port Carling .....
Northumberland and Durham, No. 3 ..	46 U16 & 18 Murray & Brighton	Wooler .....
Ontario, South .....	47 4 Pickering (West) .....	Pickering .....
Ontario, North .....	48 13 Brock .....	Sunderland .....
	49 5 Scott .....	Zephyr .....
	50 7 Uxbridge .....	Goodwood .....
Oxford, South .....	51 12 Dereham .....	Brownsville .....
Oxford, North .....	52 U 5 & 1 E. Nissouri & N. Oxford	Thamesford .....
	53 10 East Zorra .....	Innerkip .....
	54 Embro .....	Embro .....
Parry Sound, South .....	55 Magnetawan .....	Magnetawan .....
	56 7 Humphrey .....	Rosseau .....
	57 1 McKellar .....	McKellar .....
	58 1 McMurrich .....	Sprucedale .....
Parry Sound East .....	59 U4 North Himsworth .....	Callander .....
	60 1 Nipissing .....	Nipissing .....
	61 Kearney .....	Kearney .....
	62 South River .....	South River .....
	63 Sundridge .....	Sundridge .....
Peel .....	64 Bolton .....	Bolton .....
Perth, North .....	65 10 Elma .....	Atwood .....
	66 U6 Logan and Elma .....	Monkton .....
Prescott and Russell .....	67 2 Cumberland .....	Vars .....
	68 5 Cumberland .....	Cumberland .....
	69 U 10 & 3 Plantagenet N. & S.	Pendleton .....
	70 1 Plantagenet South .....	Riceville .....
	71 L'Orignal .....	L'Orignal .....
Rainy River .....	72 Rainy River .....	Rainy River .....
	73 5 Lash .....	Emo .....
Renfrew, North .....	74 6 Ross .....	Forester's Falls .....



## 1919-1920—Continued

Name of Principal and Degree	Teachers		Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
	Professional Certificate	Annual Salary, 1920	No. of Pupils	Average Daily Attendance	A	B	C		
		\$						\$ c	\$ c.
34 Flossie Hains .....	I	800	6	5	.....	.....	1	181 05	98 10
35 Joy Corneil .....	I	800	15	14	1	.....	.....	235 88	123 58
36 Valetta Pearson .....	II	700	2	2	.....	.....	1	80 00	49 56
37 Edith J. Hatton .....	II	725	2	2	.....	.....	1	105 28	63 62
38 Mrs. W. Campbell .....	II	650	2	2	.....	.....	1	52 12	42 71
39 Ethel Booth .....	II	800	3	2	.....	.....	1	121 14	67 11
40 John H. Young .....	II	900	4	4	.....	1	.....	224 01	122 40
41 W. E. Jarrott .....	II	1,100	11	9	1	.....	.....	422 97	146 83
42 Geo. W. Clark .....	II	1,200	5	3	.....	1	.....	528 11	109 16
43 D. D. MacMillan .....	I	1,000	5	4	.....	1	.....	135 68	157 12
44 W. J. Robertson .....	II	1,100	6	4	.....	1	.....	62 22	212 44
45 Annie Douglas .....	II	950	5	3	.....	1	.....	115 59	223 10
46 Neta M. Ellis .....	I	800	9	9	.....	1	.....	298 91	94 84
47 W. A. Henderson .....	II	950	6	5	1	.....	.....	298 19	139 81
48 D. Bruce Harvey .....	I	950	4	3	.....	1	.....	212 16	111 21
49 J. W. Rynard .....	II	1,000	5	4	.....	1	.....	211 03	86 10
50 Lillian Dowsell .....	II	750	3	2	1	.....	.....	178 43	92 84
51 Mabel Boyce .....	II	900	7	4	1	.....	.....	409 87	144 42
52 J. M. Hinchley .....	I	1,400	8	5	1	.....	.....	293 43	164 34
53 Elizabeth McCorquodale .....	I	900	3	2	.....	1	.....	364 26	126 42
54 Reuben Ardiell .....	II	1,100	2	2	.....	1	.....	443 53	139 76
55 Godfrey Grunig .....	II	1,250	7	5	.....	1	.....	347 09	199 40
56 Clarence Kerr .....	I	1,000	2	2	.....	1	.....	209 11	221 82
57 William E. White .....	II	800	6	2	1	.....	.....	247 99	249 58
58 Annie Card .....	I	1,000	10	7	.....	1	.....	211 05	222 20
59 Duane Wilson .....	II	950	6	5	1	.....	.....	256 21	271 24
60 Lewis Armstrong .....	I	1,160	11	9	.....	1	.....	280 63	236 12
61 Mrs. M. Dipsam .....	II	900	5	3	.....	1	.....	325 00	265 00
62 Leo W. Wilberforce .....	II	1,200	6	3	1	.....	.....	287 00	337 40
63 J. R. Teasdale .....	II	900	12	8	1	.....	.....	283 00	336 60
64 Alfred C. Fowler .....	I	1,100	10	8	.....	1	.....	302 10	129 21
65 Thomas G. Ratcliffe .....	II	1,000	4	3	.....	1	.....	125 54	77 55
66 Garnet C. Francis .....	I	900	8	4	.....	1	.....	209 69	85 96
67 May I. McPherson .....	I	850	5	3	1	.....	.....	268 98	124 44
68 Clarence H. Hand .....	I	1,000	14	10	1	.....	.....	224 88	132 48
69 Mary Watson .....	II	750	4	2	.....	1	.....	142 99	79 29
70 Mary C. Foran .....	II	800	4	2	.....	1	.....	206 12	85 60
71 Sr. St. Armand (Florida Rauzon) .....	II	800	4	3	1	.....	.....	219 65	139 46
72 Miss L. B. Rabb .....	I	1,100	17	12	1	.....	.....	408 99	351 10
73 Anna M. Whelan .....	I	1,100	5	4	1	.....	.....	241 74	318 34
74 May B. Jackson .....	I	1,000	10	6	.....	.....	1	317 83	86 78

## FIFTH CLASSES

Inspectorate	Name of School (In the case of rural schools the section number and the name of the township are given)	Post Office
Simcoe, East .....75	Victoria Harbour .....	Victoria Harbour .....
Simcoe, North .....76	6 Flos.....	Phelpston .....
77	3 Flos.....	Duntroon .....
Sudbury (in part) and North Nipissing 78	1 Creighton and Snider ...	Creighton Mine.....
Victoria, East. ....79	3 Somerville .....	Kinmount.....
Victoria, West.....80	8 Mariposa.....	Little Britain.....
81	12 Mariposa .....	Oakwood .....
82	Woodville .....	Woodville .....
Welland, South .....83	9 Bertie .....	Stevensville .....
Wellington, South .....84	6 Erin .....	Hillsburgh .....
Wentworth .....85	3 Binbrook .....	Binbrook .....
86	U 7 Flamoro, West & East ..	Millgrove.....
87	3 Saltfleet.....	Stony Creek.....
York, North .....88	23 King.....	King.....
89	9 Georgina.....	Pefferlaw.....
90	19 King .....	Nobleton.....
York, West .....91	Mimico .....	Mimico .....
92	Woodbridge.....	Woodbridge.....
93	22 York.....	Swansea.....
R. C. Separate Schools—		
Inspector Bennett.....94	7 Bromley .....	Douglas.....
95	Killaloe .....	Killaloe.....
96	Mattawa .....	Mattawa .....
Inspector Finn .....97	1 Brougham .....	Ashdad, R.R. 1.....
98	2 North Burgess .....	Stanleyville.....
Inspector Jones.....99	10 Lancaster.....	Dalhousie Sta., P.Q. ....
100	15 Charlottenburgh.....	St. Raphael West .....
101	16 Cornwall .....	St. Andrews West.....
Inspector Lee,.....102	2 Ashfield .....	Goderich, R.R. 3.....
103	6 Ellice .....	Sebringville, R.R. 1.....
104	2 Hibbert .....	Dublin.....
105	Mildmay.....	Mildmay.....
Inspector Walsh.....106	7 East Hawkesbury .....	St. Eugene.....

## 1919-1920—Concluded

Teachers			Pupils		Grade of Fifth Class			Total Value of Approved Equipment	Legislative Grant
Name of Principal and Degree	Professional Certificate	Annual Salary, 1920	No. of Pupils	Average Daily Attendance	A	B	C		
75 Clare R. Fallis .....	I	\$ 1,200	13	6	1	....	....	\$ 226 18	\$ 162 61
76 John H. Hall.....	II	1,200	2	2	....	....	1	204 50	75 45
77 Polina White.....	II	800	7	6	....	1	....	202 50	85 25
78 Irene M. MacGregor .....	I	1,500	12	11	1	....	....	177 75	304 96
79 A. J. Fred. McEwen .....	II	1,000	5	3	....	1	....	158 99	80 89
80 Chas. H. Lapp .....	II	1,050	5	4	....	1	....	208 06	85 80
81 Lloyd S. Mosure.....	II	975	4	2	....	1	....	200 17	85 01
82 G. B. Rennie .....	II	900	5	3	....	1	....	213 44	121 34
83 Irene F. Foster.....	I	1,100	12	8	....	1	....	311 43	121 14
84 Ross R. McKay .....	II	975	5	3	....	1	....	221 83	87 18
85 Harriet G. Switzer .....	II	950	2	2	....	1	....	204 77	85 47
86 John A. Dalton.....	II	1,100	5	4	....	1	....	208 85	85 88
87 R. Lloyd Hyslop .....	II	1,300	3	2	1	....	....	257 93	135 79
88 Walter Rolling.....	II	900	8	6	....	....	1	230 85	78 08
89 M. Isabelle Nickle.....	I	900	9	7	....	1	....	221 21	112 12
90 E. Lillian Morley.....	II	900	3	2	....	1	....	213 00	86 30
91 John W. English, B.A.....	I	2,800	31	18	1	....	....	352 38	200 03
92 George W. Shore.....	II	1,200	9	6	1	....	....	333 12	173 31
93 John A. Short.....	I	2,100	7	5	1	....	....	95 89	144 58
94 Sr. M. Helen.....	I	800	34	29	1	....	....	513 60	492 80
95 Sr. M. Nativity .....	I	600	20	17	1	....	....	230 09	220 50
96 Sr. St. André Corsini.....	II	700	12	10	1	....	....	437 74	1,034 81
97 Sr. M. Beatrice.....	II	600	15	13	1	....	....	254 76	264 14
98 Mary P. Dillon .....	II	625	5	4	....	1	....	92 00	176 58
99 Sr. M. Jerome, B.A.....	I	800	50	40	1	....	....	1,104 69	525 00
100 Sr. M. Florina.....	I	600	23	19	1	....	....	716 60	402 36
101 Sr. Camilla.....	II	700	8	6	1	....	....	520 98	379 61
102 Sr. M. Divine Heart.....	II	800	8	6	1	....	....	443 26	470 96
103 Sr. M. Sebastian.....	II	860	8	5	1	....	....	563 99	471 00
104 M. M. Delores .....	I	1,200	38	33	1	....	....	526 86	532 14
105 Sr. M. Petrandia.....	P. U.	700	10	7	1	....	....	223 85	380 20
106 Sr. Frances Xavier .....	II	700	9	8	1	....	....	330 00	235 90
Totals, 1919-1920.....		*997	895	656	47	46	13	29,366 43	†18,767 64
Totals, 1918-1919.....		*841	962	685	48	44	15	29,315 29	12,876 97
Increases.....		156	.....	.....	.....	2	.....	51 14	5,890 67
Decreases .....		.....	67	29	1	.....	2	.....	.....

\* Average salary.

† In addition there was paid on equipment, the sum of \$225.71 to schools that did not qualify as Fifth Classes in 1919-1920.



## APPENDIX N

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1919, TO OCT. 1st, 1920

Inspectorate	No. of schools purchasing books to the amount of \$10.00 dur- ing the year	Total amount expended by such schools during the year for books recommended	Total Govern- ment grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		\$ c.	\$ c.		
Algoma.....	8	190 78	64 02	41	.....
Brant, and Norfolk in part.....	13	193 44	95 71	77	.....
Bruce, East.....	14	189 51	96 37	85	.....
Bruce, West.....	36	526 97	275 45	83	.....
Carleton East.....	11	140 66	73 07	84	.....
Carleton West and Lanark East....	11	148 63	76 86	82	.....
Dufferin.....	17	300 34	128 20	92	.....
Dundas.....	33	433 88	215 94	74	.....
Elgin, East.....	23	275 26	150 47	75	.....
Elgin, West.....	2	20 00	11 00	29	.....
Essex.....	19	337 37	153 87	97	.....
Essex, North in part.....	7	72 10	39 65	15	.....
Frontenac, North, and Addington ...	22	243 35	133 84	79	.....
Frontenac, South.....	13	183 07	92 83	95	.....
Glengarry.....	7	79 81	43 90	75	.....
Grey, East.....	6	100 20	47 62	82	.....
Grey, South.....	7	145 10	60 74	66	.....
Grey, West.....	7	84 10	44 38	71	.....
Haldimand.....	30	391 35	199 67	74	.....
Haliburton.....	1	17 00	9 35	49	.....
Halton, and Wentworth in part ....	14	197 58	106 36	69	.....
Hastings, Centre.....	6	82 90	40 74	72	.....
Hastings, North.....	16	181 18	96 75	56	.....
Hastings, South.....	17	231 10	113 85	51	.....
Huron, East.....	24	292 40	156 82	84	.....
Huron, West.....	6	69 70	38 34	99	.....
Kenora, Thunder Bay East and Al- goma in part.....	4	86 81	40 00	21	.....
Kent, East.....	31	458 40	237 23	69	.....
Kent, West.....	28	373 39	187 80	63	1
Lambton, East.....	8	95 06	52 28	87	.....
Lambton, West.....	14	175 06	92 30	86	.....
Lanark, West.....	11	144 75	75 87	70	.....
Leeds and Grenville, No. 1.....	14	155 84	84 71	75	.....
Leeds and Grenville, No. 2.....	40	468 38	253 30	70	.....
Leeds and Grenville, No. 3.....	.....	.....	.....	75	.....
Lennox.....	5	114 92	41 75	82	.....
Lincoln.....	23	387 48	194 89	65	.....
Manitoulin, etc.....	11	125 50	69 01	52	1
Middlesex, East.....	19	219 95	120 96	102	.....
Middlesex, West.....	12	149 76	79 17	81	.....
Muskoka, South and West.....	12	141 95	78 08	83	.....
Norfolk.....	8	110 05	56 62	82	.....
Northumberland and Durham, No. 1.	23	342 00	170 92	63	.....
Northumberland and Durham, No. 2.	9	102 19	56 21	73	.....
Northumberland and Durham, No. 3.	4	73 98	30 53	65	.....
Ontario, North.....	19	316 21	151 73	75	1
Ontario, South.....	.....	.....	.....	65	.....
Oxford, North.....	23	327 79	163 49	58	.....
Oxford, South.....	8	105 94	57 14	48	.....
Parry Sound East, Muskoka North and South Nipissing.....	4	109 03	34 59	75	.....
Parry Sound, South West.....	2	20 88	11 48	68	.....
Peel.....	11	142 11	78 15	72	.....
Perth, North.....	9	98 93	54 41	68	.....
Perth, South.....	8	114 40	57 25	44	.....

## RURAL SCHOOL LIBRARIES, OCT. 1st, 1919, TO OCT. 1st, 1920.—Concluded

Inspectorate	No. of schools purchasing books to the amount of \$10.00 dur- ing the year	Total amount expended by such schools during the year for books recommended	Total Govern- ment grant	No. of rural public school libraries in inspectorate	No. of libraries established during year
		\$ c.	\$ c.		
Peterborough, East.....	11	119 50	65 73	71	.....
Peterborough, West, and Victoria, E.	8	108 65	57 76	58	.....
Prescott and Russell .....	18	207 89	113 82	82	.....
Prince Edward.....	32	365 33	196 19	76	.....
Rainy River .....				47	.....
Renfrew, North.....	4	69 18	31 55	74	.....
Renfrew, South.....	7	83 87	46 14	81	.....
Simcoe, East.....	23	486 62	212 12	58	.....
Simcoe, North .....	15	172 45	94 86	58	.....
Simcoe, South West.....	9	141 60	72 00	89	.....
Stormont .....	6	112 12	50 44	75	1
Sudbury, and Nipissing in part ....	13	282 87	100 98	40	.....
Thunder Bay, West .....	3	35 00	19 25	36	.....
Timiskaming, North and Algoma N.	6	107 42	52 11	79	.....
Timiskaming, South and Nipissing in part.....				35	.....
Victoria, West .....	26	297 05	163 40	72	.....
Waterloo, North.....	16	228 64	106 93	40	.....
Waterloo, South .....	11	165 06	83 05	42	.....
Welland, North.....	7	107 75	48 46	35	.....
Welland, South .....	10	116 68	64 18	43	.....
Wellington, North.....	14	301 52	115 11	65	.....
Wellington, South .....	21	331 50	158 02	68	.....
Wentworth .....	35	438 43	232 60	66	1
York, East.....	18	351 53	131 59	53	.....
York, North.....	55	722 25	383 98	68	.....
York, West .....	13	196 66	96 23	44	.....
R. C. Separate Schools:					
Inspector Bennett .....	12	135 49	98 93	21	3
" Finn .....	22	323 13	182 77	48	.....
" Jones.....	7	189 93	59 81	18	2
" Lee .....	29	380 18	254 86	43	.....
" Power .....				1	.....
" Sullivan .....	4	48 10	35 11	19	.....
" Walsh.....	4	55 25	34 90	14	.....
Totals, 1919-1920.....	1,189	16,770 19	8,458 55	5,512	10
Totals, 1918-1919.....	1,168	16,159 42	8,219 57	5,514	34
Increases .....	21	610 77	238 98	.....	.....
Decreases .....				2	24

## APPENDIX O

### CADET CORPS, 1920

**Collegiate Institutes, High, Public and Separate Schools having Cadet Corps with at least twenty members between the ages of 12 and 18 years in the case of Public and Separate Schools, and between 16 and 18 years in other cases.**

**COLLEGIATE INSTITUTES:** Barrie, Brantford, Brockville, Chatham, Clinton, Fort William, Galt, Goderich, Guelph, Hamilton, Ingersoll, Kingston, London, Lindsay, Napanee, Niagara Falls, North Bay, Orillia, Ottawa (2), Owen Sound, Perth, Peterborough, Picton, Renfrew, St. Catharines, St. Thomas, Sarnia, Seaforth, Smith's Falls, Strathroy, Toronto (Harbord, Humberside, Jarvis, Malvern, Oakwood, Parkdale, Riverdale), Windsor and Woodstock. Total 40.

**HIGH SCHOOLS:** Almonte, Athens, Belleville, Brampton, Caledonia, Cornwall, Dutton, Essex, Fergus, Gananoque, Iroquois, Kenora, Kincardine, Leamington, Listowel, Markdale, Meaford, Mount Forest, Niagara Falls South, Oshawa, Paris, Port Hope, Prescott, Tillsonburg, Toronto (Commerce and North), Trenton, Uxbridge, Walkerton, Wallaceburg, Welland, Winchester. Total 32.

**PUBLIC SCHOOLS:** No. 5 Ancaster, Arthur, Aylmer, Belleville (3), Bridgeburg, Brockville, Chatham (3), Dundas, Fort Frances, Guelph (2), Hamilton (18), Iroquois Falls, Keewatin, Kenora, Kingston (2), Kitchener, Lakefield, London (4), Millbrook, Niagara Falls, Orangeville, Ottawa (9), Paris, Peterborough (4), Port Arthur (5), Port Hope, St. Thomas (5), Sault Ste. Marie, Stratford (3), Sudbury, and Toronto (60). Total, 137.

**R. C. SEPARATE SCHOOLS:** Hamilton, Kingston and Toronto (20). Total, 22.

Total number of Cadet Corps, 231.

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## APPENDIX P

## SUPERANNUATED TEACHERS

(Ryerson Superannuation Scheme)

\* Allowance Granted during 1920

Regis. No.	Name	Age	Post Office	Years of Service	Allowance
1269...	McDonald, Robt.....	60	Almonte.....	31	\$ c. 474 50

## Summary for Years 1882-1920

Year	Number of Teachers on List	Expenditure for the Year	Gross Contributions to the Fund	Amount Refunded to Teachers or to the Estates of Teachers
		\$ c.	\$ c.	\$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897. ....	424	62,800 33	847 00	620 27
1902.....	407	64,244 92	1,073 50	722 78
1907.....	375	63,018 55	766 00	764 54
1912.....	297	+52,696 90	+504 65	+443 01
1917.....	245	+48,232 00	+353 60	+810 92
1919.....	204	+40,697 50	+9 00	+503 90
1920.....	196	+65,957 20	+14 00	+107 76

Four teachers' subscriptions were withdrawn from the fund during the year ending 31st October, 1920.

The annual allowance to each Superannuated Teacher was increased by the Legislature in 1920. Payments are at the rate of \$11 per year of service instead of at \$6 as formerly.

\* As the sum of \$4 is deducted from each Superannuated Teacher's allowance as subscription to the fund, the payment was \$4 less than the amount stated.

†For fiscal year ending 31st October.

## APPENDIX Q

## FINANCIAL STATEMENT OF THE FACULTIES OF EDUCATION

## I.—UNIVERSITY OF TORONTO FACULTY OF EDUCATION

## Financial Statement for the Year Ended 30th June, 1920

		Receipts	
Provincial Grant:			
Received on account thereof during financial year .....	\$6,000 00		
Balance for 1919-20 still due on 30th June .....	9,000 00		
			\$15,000 00
Fees:			
Teachers in training .....	\$7,980 00		
Pupils in University Schools .....	25,072 00		
			33,052 00
			\$48,052 00
		Expenditures	
		1. Salaries.	Payment to Superannuation Officer. reservations
Professors, each 12 mos. to 30th June:			
W. Pakenham, History and Science of Education (also Dean of the Faculty) at \$5,000 .....	\$4,875 00	\$125 00	
H. J. Crawford, Methods in Classics, also Headmaster of University Schools at \$4,350 .....	4,241 25	108 75	
P. Sandiford, Associate Professor, 12 mos. to 30th June, at \$4,000 .....	3,900 00	100 00	
Assistant Professors in Methods, also Chief Instructors, University Schools, 12 mos. to 30th June:			
G. A. Cornish, Science, at \$3,500 .....	3,412 50	87 50	
J. T. Crawford, Mathematics, at \$3,500 .....	3,412 50	87 50	
G. M. Jones, English, at \$3,500 .....	3,412 50	87 50	
W. C. Ferguson, French and German, at \$3,350 .....	3,266 25	83 75	
F. E. Coombs, Elementary Subjects, at \$3,350 .....	3,266 25	83 75	
S. W. Perry, Lecturer in Methods, also Chief Instructor University Schools, Art and Commercial Work, 12 mos. to 30th June, at \$3,100 .....	3,022 50	77 50	
Lecturers in Faculty of Education:			
W. J. Dunlop, Elementary Subjects, 12 mos. to 30th June, at \$2,850 .....	2,778 75	71 25	
Mrs. Muriel Sinclair (Sessional), 9 mos. at \$260 .....	2,281 50	58 50	
Instructors in Faculty and Assistant Instructors, University Schools, each 12 mos. to 30th June:			
A. N. Searrow, Manual Training, at \$2,850 .....	2,778 75	71 25	
G. N. Bramfitt, Physical Training, at \$2,600 .....	2,535 00	65 00	
Special Instructors in Faculty (Sessional):			
A. T. Cringan, Music, at \$600 .....	585 00	15 00	
Miss A. E. Robertson .....	100 00	.....	
Miss E. Park, Foods and House Management (paid also in Household Science) .....	100 00	.....	
Mrs. Mary Halbus, Reading and Dramatics, at \$500 .....	487 50	12 50	
Assistant Instructors, University Schools, each 12 mos. to 30th June:			
T. M. Porter, at \$3,100 .....	3,022 50	77 50	
H. A. Grainger, at \$3,100 (paid also in Special Courses for Returned Men) .....	3,022 50	77 50	
J. A. Irwin, at \$3,000 .....	2,925 00	75 00	
J. O. Carlisle, at \$2,850 .....	2,778 75	71 25	
J. G. Workman, at \$2,850 .....	2,778 75	71 25	
G. A. Cline, at \$2,600 (paid also in Special Courses for Returned Men) .....	2,535 00	65 00	
W. L. C. Richardson, at \$2,600 .....	2,535 00	65 00	
H. B. Kilgour, at \$2,000 .....	1,950 00	50 00	
N. L. Murch, at \$2,500 .....	2,437 50	62 50	
D. E. Hamilton, at \$2,500 .....	2,437 50	62 50	
E. L. Daniher, at \$2,250 .....	2,193 75	56 25	
W. H. Williams, at \$3,000 .....	2,925 00	75 00	
W. J. Lougheed, at \$3,100 (paid also in Mathematics) .....	3,022 50	77 50	

Assistant Instructors (Sessional) each salary for 10 teaching months at \$210 per month:

Frank Halbus .....	\$2,047 50	\$52 50
David H. Axon .....	2,047 50	52 50
H. G. Manning, Assistant Instructor, at \$2,600 per annum, 1 month to 31st July (resigned), \$216.66, less charged to Special Courses for Returned Men, \$108.33	105 62	2 71
Supply Teachers at \$4 per half day:		
P. Daniels, 16 half days .....	64 00	.....
C. R. Ashdown, 6 half days .....	24 00	.....
Miss H. Hoffman, 4 half days .....	16 00	.....
R. A. Stewart, 3 half days .....	12 00	.....
S. A. Watson, 2 half days .....	8 00	.....
L. M. Keith, 1 half day .....	4 00	.....
W. A. Kenyon, 7 days at \$6, \$42; 4 half days at \$4, \$16....	58 00	.....
Miss L. Swinarton, Secretary, Dean's Office, 12 mos. to 30th June .....	1,100 00	.....
Miss Gladys Cotter, Clerk and Librarian, 12 mos. to 30th June .....	950 00	.....
Clerk in Headmaster's Office at \$950 per annum:		
Mrs. Katherine E. Freeland, 9½ mos. to 15th April (resigned) .....	752 10	.....
Miss Emily Fraser, 15th April to 30th June .....	197 90	.....
	\$86,405 62	\$2,128 71
		86,405 62
		<hr/> \$88,534 33

## 2. Education Building and Department.

### (a) Maintenance of building:

Fuel .....	\$2,330 50
Light .....	667 36
Water .....	365 48
Caretaker's supplies .....	399 73
Cleaning .....	2,042 52
Repairs and renewals .....	1,080 20
Engineer and caretaker, S. Hunter, 12 mos. to 30th June..	1,400 00

### Firemen:

W. Odd, 13 hrs. at 45c. ....	5 85
C. Fly, 5 mos., 13 days at \$75 per mo. ....	412 50

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\$8,704 14

### (b) Maintenance of Annex:

Fuel .....	285 78
Light .....	107 86
Water .....	24 50
Caretaker's supplies .....	59 25
Cleaning .....	269 00
Repairs and renewals .....	278 37

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1,024 76

### (c) Maintenance of Department:

Use of city and rural schools, Board of Education, City of Toronto, practice-teaching privileges under agreement	\$7,775 00
Public School Trustees, Newtonbrook, do .....	150 00
Office expenses, printing, postage, class-room supplies and apparatus, and sundries .....	4,393 90
Laboratory assistance .....	100 98
Messenger service .....	397 58

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12,817 46

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\$111,080 69

NOTE.—In the above statement no charge has been made upon the Faculty of Education for any portion of the general expenses of University administration, such as Library, Examinations, etc.

Certified correct,

F. J. MOURÉ, *Bursar.*

Toronto, 24th December, 1920.

21 E.



## II. UNIVERSITY OF QUEEN'S COLLEGE FACULTY OF EDUCATION

## Financial Statement, January 1st to October 15th, 1920

## Receipts

Ontario Government .....	\$6,000 00
Fees .....	92 00
Overdraft .....	16,783 29
Total .....	\$22,875 29

## Expenditures

Overdraft, 1919 .....	\$11,490 27
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## Salaries:

Dean Coleman .....	\$3,333 32
W. E. Macpherson .....	2,250 00
R. M. Filson .....	150 00
W. T. Connell .....	50 00
R. K. Hicks .....	200 00
W. T. MacClement .....	200 00
A. B. Klugh .....	100 00
J. Matheson .....	200 00
Willa Atkins .....	340 00
Total .....	6,823 32
Board of Education .....	3,975 00

## Travelling expenses:

Dean Coleman .....	61 00
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## Printing and Stationery:

Oxford University Press .....	\$54 00
W. H. Wormwith .....	40 00
Jackson Press .....	33 95
Guild & Hanson .....	3 75
R. Uglow & Co. ....	37 88
Renouf Publishing Co. ....	2 85
World Book Co. ....	1 25
Total .....	173 68

## Sundries:

A. Chown & Co. ....	\$1 15
R. J. Rodger .....	1 80
Bell Telephone Company .....	74 19
Queen's University .....	19 20
S. Anglin & Co. ....	8 74
R. J. Lindsay .....	17 12
Elsie Jones .....	15 00
Secretary, School Board, Barriefield .....	10 00
C. P. R. Telegraph Co. ....	26
Kingston General Hospital .....	105 00
Jno. Laidlaw & Son, Ltd. ....	2 53
Total .....	254 99

Presiding Examiners .....	97 03
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\$22,875 29

Audited and found correct,  
R. EASTON BURNS, C.A.

October 20th, 1920.

## APPENDIX R

## LIST OF INSPECTORATES AND INSPECTORS

Inspectorates	Public School Inspectors	Post Office
Algoma District in part; City of Sault Ste. Marie; Town of Bruce Mines .....	L. A. Green, B.A. ....	Sault Ste. Marie.
Brant and Norfolk in part; Town of Paris; Village of Waterford (Joint Inspectorate) .....	T. W. Standing, B.A. ....	Brantford.
Bruce, East; Towns of Chesley, Walkerton, Wiarton; Villages of Hepworth, Lion's Head, Mildmay, Tara .....	John McCool, M.A. ....	Walkerton.
Bruce, West; Towns of Kincardine, Southampton; Villages of Lucknow, Paisley, Port Elgin, Teeswater, Tiverton .....	W. F. Bald, B.A., LL.B. ....	Port Elgin.
Carleton, East; Town of Eastview .....	Thos. Jamieson, B.A. ....	Ottawa, 115 Strathcona Av.
Carleton, West, and Lanark, East; Towns of Almonte, Carleton Place; Village of Richmond (Joint Inspectorate) .....	R. C. Rose, B.A. ....	Carleton Place.
Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne .....	W. R. Liddy, B.A. ....	Orangeville.
Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester .....	Hiram B. Fetterley, M.A. ....	Winchester.
Elgin, East; Town of Aylmer; Villages of Springfield, Vienna .....	J. C. Smith, B.A. ....	St. Thomas.
Elgin, West; City of St. Thomas; Villages of Dutton, Rodney, Port Stanley, West Lorne (Joint Inspectorate) ....	John A. Taylor, B.A. ....	St. Thomas.
Essex; Towns of Amherstburg, Essex, Ford, Kingsville, Leamington; Villages of Belle River, St. Clair Beach .....	D. A. Maxwell, B.A., LL.B., Ph.D. ....	Windsor.
Essex, North (in part only) .....	V. C. Quarry, B.A. ....	Parkhill, R.R. 8.
Frontenac, South; Villages of Garden Island, Portsmouth .....	S. A. Trustcott, M.A. ....	Kingston.
Frontenac, North; and Addington (Joint Inspectorate) .....	M. R. Reid, M.A. ....	Sharbot Lake.
Glengarry; Town of Alexandria; Villages of Lancaster, Maxville .....	J. W. Crewson, B.A. ....	Alexandria.
Grey, East; Towns of Meaford, Thornbury; Village of Flesherton .....	Samuel Huff, B.A., B.Paed. ...	Meaford.
Grey, West; Town of Owen Sound; Villages of Chatsworth, Shallow Lake ...	H. H. Burgess, B.A. ....	Owen Sound.
Grey, South; Towns of Durham, Hanover; Villages of Dundalk, Markdale, Neustadt .....	Robert Wright, B.A. ....	Hanover.
Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville, Jarvis .....	J. L. Mitchener, B.A. ....	Cayuga.
Haliburton and E. Muskoka; Town of Huntsville .....	Geo. E. Pentland, M.A. ....	Fenelon Falls.
Halton and Wentworth in part; Towns of Burlington, Milton, Oakville; Villages of Acton, Georgetown (Joint Inspectorate) .....	James M. Denyes, B.A. ....	Milton.
Hastings Centre; Villages of Deloro, Madoc, Marmora, Stirling, Tweed .....	J. E. Minns, B.A. ....	Tweed.
Hastings South, and City of Belleville; Towns of Deseronto, Trenton; Village of Frankford (Joint Inspectorate) ....	H. J. Clarke, B.A. ....	Belleville.
Hastings, North; Village of Bancroft ....	Jas. Colling, B.A. ....	Bancroft.

## List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeter .....	John M. Field, B.A., Ph.D....	Goderich.
Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall ....	J. Elgin Tom .....	Goderich.
Kenora District, in part, Thunder Bay District (East) and Algoma District in part; City of Fort William; Towns of Dryden, Sioux Lookout (Joint Inspectorate) .....	W. J. Hamilton, B.A.....	Fort William.
Kent, East; Towns of Blenheim, Bothwell, Dresden, Ridgetown; Villages of Erieau, Highgate, Thamesville .....	Rev. W. H. G. Colles.....	Chatham.
Kent, West, and City of Chatham; Towns of Tilbury, Wallaceburg; Village of Wheatley (Joint Inspectorate) .....	J. H. Smith, M.A.....	Chatham.
Lambton, East (No. 2); Town of Petrolia; Villages of Alvinston, Arkona, Oil Springs, Watford .....	N. McDougall, B.A.....	Petrolia.
Lambton, West (No. 1); City of Sarnia; Town of Forest; Villages of Courtright, Point Edward, Thedford, Wyoming (Joint Inspectorate) .....	Henry Conn, B.A.....	Sarnia.
Lanark, West; Towns of Perth, Smith's Falls; Village of Lanark (Joint Inspectorate) .....	F. L. Mitchell, M.A. ....	Perth.
Lanark, East (see Carleton West).		
Leeds and Grenville (No. 1); Town of Gananoque; Villages of Newboro, Westport .....	James F. McGuire, M.A.....	Westport
Leeds and Grenville (No. 2); Town of Brockville; Village of Athens (Joint Inspectorate) .....	W. C. Dowsley, M.A.....	Brockville
Leeds and Grenville (No. 3); Town of Prescott; Villages of Cardinal, Kemptville, Merrickville (Joint Inspectorate)	T. A. Craig .....	Kemptville
Lennox; Town of Napanee; Villages of Bath, Newburgh (see also Frontenac, North) .....	E. J. Corkill, B.A. ....	Napanee.
Lincoln; Towns of Merriton, Niagara; Villages of Beamsville, Grimsby, Port Dalhousie .....	Geo. A. Carefoot, B.A., B.Paed.	St. Catharines
Manitoulin Dist.; Algoma Dist. in part; Sudbury Dist. in part; Towns of Blind River, Gore Bay, Little Current, Thessalon .....	James W. Hagan, M.A.....	Gore Bay
Middlesex, East; Village of Lucan .....	P. J. Thompson, B.A.....	London
Middlesex, West; Towns of Parkhill, Strathroy; Villages of Ailsa Craig, Glencoe, Newbury, Wardsville .....	H. D. Johnson.....	Strathroy
Muskoka, South and West, District; Towns of Bala, Bracebridge, Gravenhurst; Village of Port Carling .....	H. R. Scovell, B.A.....	Bracebridge
Muskoka, East (see Haliburton).		
Muskoka, North (see Parry Sound East)		
Nipissing, North (see Sudbury Dist.).		
Nipissing, South (see Parry Sound East).		
Norfolk; Town of Simcoe; Villages of Delhi, Port Dover, Port Rowan (see Brant Co.) .....	H. Frank Cook, B.A. ....	Simcoe.
Northumberland and Durham, West, No. 1; Towns of Bowmanville, Port Hope; Village of Newcastle .....	E. E. Snider, B.A.....	Port Hope.



## List of Inspectorates and Inspectors—Continued

Inspectorates	Public School Inspectors	Post Office
Northumberland and Durham, Centre No. 2; Town of Cobourg; Village of Millbrook .....	J. W. Odell, B.A. ....	Cobourg.
Northumberland and Durham, East, No. 3; Town of Campbellford; Villages of Brighton, Colborne, Hastings.....	Robert Boyes .....	Campbellford.
Ontario, North; Town of Uxbridge; Villages of Beaverton, Cannington .....	T. R. Ferguson, M.A.....	Uxbridge.
Ontario, South; Towns of Oshawa, Whitby; Village of Port Perry .....	R. A. Hutchison, B.A.....	Whitby.
Oxford, North, and City of Woodstock; Villages of Embro, Tavistock (Joint Inspectorate) .....	J. M. Cole .....	Woodstock
Oxford, South; Towns of Ingersoll, Tillsonburg; Village of Norwich (Joint Inspectorate) .....	R. A. Paterson, B.A. ....	Ingersoll.
Parry Sound, South, District; Town of Parry Sound; Village of Magnetawan.	J. L. Moore, B.A. ....	Parry Sound.
Parry Sound, East, District; Nipissing South and Muskoka North; Towns of Kearney, Powassan, Trout Creek; Villages of Burk's Falls, South River, Sundridge .....	R. O. White.....	North Bay.
Peel; Town of Brampton; Villages of Bolton, Port Credit, Streetsville .....	W. J. Galbraith, M.A.....	Brampton.
Perth, North; Towns of Listowel, Mitchell, St. Mary's; Village of Milverton.	William Irwin, B.A.....	Stratford.
Perth, South, and City of Stratford (Joint Inspectorate) .....	James H. Smith, B.A.....	Stratford.
Peterborough, East; Villages of Havelock, Lakefield, Norwood .....	Richard Lees, M.A.....	Peterborough.
Peterborough, West, and Victoria, East; Town of Lindsay; Villages of Bobcaygeon, Omemee (Joint Inspectorate)...	G. E. Broderick.....	Lindsay.
Prescott and Russell; Towns of Hawkesbury, Rockland, Vankleek Hill; Villages of Casselman, L'Original .....	John Nelson, B.A.....	Vankleek Hill.
Prince Edward; Town of Picton; Villages of Bloomfield, Wellington .....	F. P. Smith, M.A. ....	Picton.
Rainy River District, and Kenora District in part; Towns of Fort Frances, Keewatin, Kenora, Rainy River.....	C. McDowell, B.A.....	Fort Frances.
Renfrew, North; Town of Pembroke; Village of Cobden .....	I. D. Breuls, B.A.....	Pembroke.
Renfrew, South; Towns of Arnprior, Renfrew; Villages of Eganville, Killaloe Station .....	G. G. McNab, M.A.....	Renfrew.
Simcoe, North; Towns of Barrie, Collingwood, Penetanguishene .....	Joseph L. Garvin, B.A.....	Barrie.
Simcoe, South; Towns of Alliston, Stayner; Villages of Beeton, Bradford, Creemore, Tottenham .....	Edwin Longman.....	Barrie.
Simcoe, East; Towns of Midland, Orillia; Villages of Coldwater, Port McNicol, Victoria Harbour .....	Isaac Day, B.A.....	Orillia.
Stormont; Town of Cornwall; Village of Finch .....	James Froats, M.A., B.Paed..	Finch.
Sudbury District in part; North Nipissing; Towns of Cache Bay, Capreol, Copper Cliff, Massey, Sturgeon Falls, Sudbury, Webbwood .....	D. M. Christie, B.A. ....	Sudbury.

## List of Inspectorates and Inspectors—Continued

Inspectorates		Public School Inspectors	Post Office
Thunder Bay District West; City of Port Arthur .....		John Ritchie.....	Port Arthur.
Timiskaming (North), Algoma (North); Towns of Charlton, Cochrane, Englehart, Iroquois Falls, Matheson, Timmins and Villages of Thornloe.....		W. Asbury Wilson, B.A.....	Haileybury.
Timiskaming District in part, Nipissing in part; Towns of Bonfield, Cobalt, Haileybury, Latchford, Mattawa, New Liskeard, North Bay .....		P. W. Brown, B.A.....	North Bay.
Victoria, West; Villages of Fenelon Falls, Sturgeon Point, Woodville ....		W. H. Stevens, B.A.....	Lindsay.
Victoria, East (see Peterborough West)			
Waterloo, N. (No. 1); City of Kitchener; Town of Waterloo; Village of Elmira (Joint Inspectorate) .....		F. W. Sheppard.....	Kitchener.
Waterloo, S. (No. 2); City of Galt; Towns of Hespeler, Preston; Villages of Ayr, New Hamburg (Joint Inspectorate)...		Lambert Norman, B.A.....	Galt.
Welland, North, City of Welland; Town of Thorold; Village of Chippawa (Joint Inspectorate) .....		John W. Marshall, B.A.....	Welland.
Welland, South, Towns of Bridgeburg, Port Colborne; Villages of Fort Erie, Humberstone .....		James McNiece, B.A. ....	Welland.
Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Village of Clifford .....		Robt. Galbraith, B.A.....	Mount Forest.
Wellington, South; Villages of Arthur, Drayton, Elora, Erin, Fergus .....		J. J. Craig, B.A.....	Fergus.
Wentworth; Town of Dundas; Village of Waterdown .....		Jno. B. Robinson, B.A., B.Paed.	Hamilton.
York, North; Towns of Aurora, Newmarket; Villages of Holland Landing, Sutton West .....		C. W. Mulloy, B.A.....	Aurora.
York, West; Towns of Mimico, Weston; Villages of New Toronto, Woodbridge.		A. L. Campbell, M.A.....	Weston.
York, East; Town of Leaside; Villages of Markham, Richmond Hill, Stouffville.		A. A. Jordan, B.A.....	Toronto, 63 Orchard View Boulevard.
Brantford, City of.....		E. E. C. Kilmer, B.A.....	Brantford.
Guelph, do .....		Wm. Tytler, B.A.....	Guelph.
Hamilton, do .....		W. H. Ballard, M.A.....	Hamilton.
do do .....		Jas. Gill, B.A., B.Paed.....	Hamilton.
do do .....		Frank E. Perney, B.A., B.Paed.	Hamilton.
Kingston, do .....		J. Russell Stuart .....	Kingston.
London, do .....		C. B. Edwards, B.A.....	London.
do do .....		V. K. Greer, M.A.....	London.
Niagara Falls do, and St. Catharines		D. C. Hetherington .....	St. Catharines.
Ottawa, do .....		J. H. Putman, B.A., D.Paed..	Ottawa.
do do .....		E. T. Slemmon, B.A., D.Paed..	Ottawa.
Peterborough, do .....		A. Mowat, B.A.....	Peterborough.
Toronto, do .....		R. H. Cowley, M.A., Chief Inspector .....	Toronto.
do do .....		W. H. Elliott, B.A. ....	Toronto.
do do .....		Jos. W. Rogers, M.A. ....	Toronto.
do do .....		Geo. H. Armstrong, M.A., B.Paed. ....	Toronto.
do do .....		D. D. Moshier, B.A., B.Paed..	Toronto.
do do .....		N. S. MacDonald, B.A., D.Paed.	Toronto.
do do .....		Walter Bryce, B.A.....	Toronto.
do do .....		Miss A. E. Marty, M.A., LL.D.	Toronto.
Windsor, do .....		J. E. Benson, M.A. ....	Windsor.
Sandwich and Walkerville Towns ....			

## List of Inspectorates and Inspectors—Concluded

### R.C. Separate School Inspectors

J. F. Power, M.A. .... Toronto, 33 Dalton Rd.  
 J. F. Sullivan, B.A. .... London, 873 Hellmuth Ave.  
 Jas. E. Jones, B.A. .... Ottawa, 104 Henderson Ave.  
 J. P. Finn, B.A. .... Peterborough.  
 W. J. Lee, B.A. .... Toronto, 434 Brunswick Ave.  
 J. M. Bennett, B.A. .... Toronto, 47 Browning Ave.  
 Vincent C. Quarry, B.A. .... Parkhill, R.R. 8.

### English-French Public and Separate School Inspectors

J. S. Gratton .... Toronto, 77 McGill St.  
 Jno. C. Walsh, B.A. .... Ottawa, 72 Sweetland Ave.  
 James Scanlan .... Toronto, 321 Markham St.  
 Joseph Lapensee, B.A. .... Plantagenet.

### Public and Separate Schools

John Waugh, M.A., D.Paed., Chief Insp. .... Toronto, Parliament Buildings.  
 W. I. Chisholm, M.A., Assistant .... Toronto, Parliament Buildings.  
 J. B. McDougall, B.A., D.Paed., Asst. .... North Bay

### Director of Industrial and Technical Education

F. W. Merchant, M.A., D.Paed. .... Toronto, Parliament Buildings.

### Director of Professional Training

S. A. Morgan, B. A., D.Paed. .... Toronto, Parliament Buildings.

### High School Inspectors

J. A. Houston, M.A. .... Toronto, 105 Roxborough St. W.  
 I. M. Levan, B.A. .... Toronto, 144 Balmoral Ave.  
 Geo. F. Rogers, B.A. .... Toronto, 104. Glencairn Ave.

### Continuation School Inspectors

G. K. Mills, B.A. .... Toronto, Parliament Buildings.  
 J. P. Hoag, B.A. .... Toronto, Parliament Buildings.

### Manual Training and Household Science Inspector

Albert H. Leake .... Toronto, Parliament Buildings.

### Inspector of Elementary Agricultural Education

J. B. Dandeno, B.A., Ph.D. .... Toronto, 13 Hazelton Ave.

### Inspector of Auxiliary Classes.

S. B. Sinclair, M.A., Ph.D. .... Toronto, Parliament Buildings.



## APPENDIX S

## EXAMINATIONS

## I. JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1920

Collegiate Institutes	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination	High Schools—Con.	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination
Barrie.....		91	75	Amherstburg.....	54		42
Brantford.....		264	225	Arnprior.....	79		64
Brockville.....	53	94	59	Arthur.....	64		39
Chatham.....	79	110	70	Athens.....	67		42
Clinton.....		62	53	Aurora.....	62		50
Cobourg.....		100	70	Avonmore.....	27		16
Collingwood.....		101	94	Aylmer.....	89		52
Fort William.....		183	152	Beamsville.....	28		25
Galt.....		229	212	Belleville.....	58	54	46
Goderich.....		80	51	Bowmanville.....	57		55
Guelph.....	124	65	55	Bracebridge.....	103	62	62
Hamilton.....	637	91	50	Bradford.....	41		30
Ingersoll.....		110	92	Brampton.....	79		67
Kingston.....	90	158	90	Brighton.....	39		34
Kitchener-Waterloo.....		271	233	Burlington.....	54		43
Lindsay.....		128	103	Caledonia.....	44		28
London.....	461	166	132	Campbellford.....	57		46
Morrisburg.....		58	28	Carleton Place.....	63		58
Napanee.....		89	68	Caruga.....	37		24
Niagara Falls.....		105	81	Chatsworth.....	53		43
North Bay.....		128	115	Chesley.....	53		40
Orillia.....		136	101	Chesterville.....	49		39
Ottawa.....	379	525	268	Colborne.....	28		25
Owen Sound.....		239	181	Cornwall.....	107		99
Perth.....		89	67	Deseronto.....	12	23	14
Peterborough.....	134	101	60	Dundalk.....		39	33
Pictou.....		70	49	Dundas.....		115	91
Port Arthur.....		131	109	Dunnville.....		75	54
Renfrew.....		139	110	Durham.....		79	71
St. Catharines.....		213	176	Dutton.....		58	36
St. Mary's.....		98	88	Elora.....		33	17
St. Thomas.....		215	181	Essex.....		99	78
Sarnia.....		250	219	Exeter.....		37	33
Seaforth.....		94	77	Fergus.....		74	53
Smith's Falls.....		115	74	Flesherton.....		19	14
Stratford.....		289	247	Forest.....		61	42
Strathroy.....		112	78	Fort Frances.....		53	48
Toronto, Harbord.....		160	41	Gananoque.....		43	34
Toronto, Parkdale.....		91	36	Georgetown.....		61	50
Toronto, Jarvis.....		71	23	Glencoe.....		49	32
Toronto, Humberston.....		96	27	Gravenhurst.....		22	13
Toronto, Malvern Ave.....		27	10	Grimsbys.....		49	42
Toronto, Oakwood.....		112	47	Hagersville.....		48	33
Toronto, Riverdale.....		78	20	Haileybury.....		66	45
Toronto.....	3,095			Harriston.....		43	31
Vankleek Hill.....		81	68	Hawkesbury.....		51	44
Windsor.....		287	281	Iroquois.....		35	26
Woodstock.....		161	141	Kemptville.....		70	49
Totals.....	5,052	6,663	4,887	Kenora.....		59	51
High Schools				Kincardine.....		68	56
Alexandria.....		86	67	Leamington.....		82	66
Alliston.....		42	31	Listowel.....		103	82
Almonte.....		65	54	Lucan.....		62	46
				Madoc.....		54	36
				Markdale.....		35	30

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1920.—Continued

High Schools—Con.	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination	High Schools—Con.	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination
Markham.....		41	36	Winchester.....		64	46
Meaford.....		89	39	Wingham.....		63	51
Midland.....		93	69				
Milton.....		79	55	Totals.....	96	7,030	5,459
Mitchell.....		77	56				
Morewood.....		18	16	Other Places			
Mount Forest.....		59	31	Aberfoyle.....		43	27
Newburgh.....		42	30	Acton.....		33	31
Newcastle.....		16	12	Agincourt.....		44	38
Newmarket.....		91	72	Alvinston.....		37	25
Niagara.....		20	18	Ameliasburg.....		37	21
Niagara Falls South.....		92	79	Ancaster.....		48	33
Norwood.....		44	32	Angus.....		12	7
Oakville.....		62	58	Apsley.....		8	4
Omeme.....		54	31	Arkona.....		20	14
Orangeville.....		53	46	Ashton.....		11	11
Oshawa.....	128	118	73	Aultsville.....		18	10
Paris.....		82	73	Ayr.....		24	21
Parkhill.....		70	62	Ayton.....		21	16
Parry Sound.....		111	91	Bailieboro'.....		27	20
Pembroke.....		131	102	Bancroft.....		52	38
Penetanguishene.....		55	46	Barriefield.....		34	24
Petrolia.....		54	44	Bath.....		21	12
Plantagenet.....		36	26	Battersea.....		27	22
Port Dover.....		34	24	Bayfield.....		13	9
Port Elgin.....		42	34	Beachburg.....		40	20
Port Hope.....		70	61	Beaverton.....		22	13
Port Perry.....		55	42	Beeton.....		15	10
Port Rowan.....		31	27	Belleville, Co. Centre.....	52	62	35
Prescott.....		68	56	Belle River.....		25	16
Richmond Hill.....		36	34	Belmont.....		25	20
Ridgetown.....		79	56	Bethany.....		22	18
Rockland.....		20	17	Billings' Bridge.....		7	2
Sault Ste. Marie.....	169	137	137	Binbrook.....		20	15
Shelburne.....		36	27	Bisco.....		5	2
Simcoe.....		92	82	Blackstock.....		21	19
Smithville.....		21	16	Blenheim.....		82	61
Stirling.....		55	47	Blind River.....		24	21
Streetsville.....		23	23	Bloomfield.....		16	16
Sudbury.....		99	78	Blyth.....		30	22
Sydenham.....		38	17	Bobcaygeon.....		27	23
Thorold.....		52	39	Bolton.....		36	22
Tillsonburg.....		55	53	Bothwell.....		17	15
Trenton.....	26	50	30	Bowesville.....		9	3
Tweed.....		71	46	Bridgeburg.....		46	38
Uxbridge.....		66	55	Brigden.....		33	19
Vienna.....		26	21	Bruce Mines.....		19	19
Walkerton.....		42	37	Brussels.....		47	42
Wallaceburg.....		97	69	Burford.....		48	30
Wardsville.....		18	14	Burgessville.....		32	20
Waterdown.....		45	33	Burk's Falls.....		30	20
Waterford.....		54	40	Burridge.....		10	4
Watford.....		49	38	Burritt's Rapids.....		10	8
Welland.....		84	65	Byng Inlet.....		14	9
Weston.....	142	123	56	Caistor Centre.....		11	10
Whitby.....		61	56	Callander.....		5	4
Warton.....		55	24				
Williamstown.....		34	28				

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1920—Continued

Other Places—Con.	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination
Cannington .....		20	20	Emo .....		37	22
Cardinal .....		27	18	Englehart .....		27	16
Cargill .....		28	20	Ennismore .....		18	13
Carp .....		23	23	Erin .....		30	25
Castleton .....		9	4	Espanola .....		10	5
Cataraqui .....		43	17	Fenelon Falls .....		44	34
Cedarville .....		10	6	Fenwick .....		15	13
Chapleau .....		22	14	Feversham .....		20	8
Charleston .....		39	31	Fingal .....		39	26
Claremont .....		17	15	Flinton .....		8	6
Clifford .....		20	16	Florence .....		20	13
Cobalt .....		46	35	Fonthill .....		23	13
Cobden .....		71	51	Fordwich .....		28	21
Coboconk .....		12	7	Fournier .....		12	8
Cochrane .....		22	17	Frankford .....	2	7	6
Coldwater .....		27	20	Galetta .....		12	9
Comber .....		16	13	Gore Bay .....		47	34
Coniston .....		15	9	Gowganda .....		5	3
Cookstown .....		19	14	Grand Valley .....		29	18
Copper Cliff .....		22	22	Haliburton .....		11	10
Courtright .....		26	16	Hamilton, Co. Centre ..		69	45
Crediton .....		17	15	Hanover .....		39	35
Creemore .....		18	15	Harrow .....		28	24
Creighton Mine .....		7		Harrowsmith .....		26	21
Crosshill .....		16	13	Hastings .....		16	10
Cultus .....		19	14	Havelock .....		34	19
Cumberland .....		9	6	Hawkestone .....		14	6
Dalkeith .....		14	10	Hensall .....		32	27
Dashwood .....		23	20	Hepworth .....		22	14
Delaware .....		18	18	Highgate .....		38	27
Belhi .....		29	25	Hillsdale .....		14	13
Delta .....		60	43	Horning's Mills .....		19	11
Demorestville .....		20	10	Huntsville .....		47	43
Denbigh .....		8	7	Ignace .....		3	.....
Desbarats .....		13	5	Innerkip .....		14	10
Dickinson's Landing ..		19	13	Iroquois Falls .....		15	10
Dixon's Corners .....		22	15	Ivy .....		11	10
Dorchester Station ..		54	42	Janetville .....		11	8
Douglas .....		35	22	Jarvis .....		27	22
Drayton .....		42	32	Jasper .....		13	10
Dresden .....		52	37	Jockvale .....		11	8
Dromore .....		11	7	Kars .....		6	6
Drumbo .....		20	17	Kearney .....		16	7
Dryden .....		25	14	Keene .....		29	22
Dungannon .....		17	10	Keewatin .....		17	12
Dunsford .....		18	15	Kenmore .....		17	9
Eastview .....		26	21	Killaloe Station .....		36	29
Easton's Corners .....		13	8	Killarney .....		6	3
Echo Bay .....		16	11	Kilmaurs .....		10	9
Echo Place .....		42	38	Kimberley .....		15	8
Edith Cavell .....		45	39	Kinburn .....		24	19
Edgar .....		5	1	King .....		15	15
Eganville .....		48	38	Kingsville .....		40	35
Elmira .....		62	48	Kinmount .....		14	8
Elmvale .....		37	33	Kintail .....		8	6
Embro .....		34	32	Kirkfield .....		28	20
Embrun .....		21	19	Lakefield .....		59	40



## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1920—Continued

Other Places—Con.		Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination	Other Places—Con.		Number granted certificates on Principal's re- commendation	Number taking Departmental Examination	Number passed Departmental Examination
Lanark .....			73	49	Nipissing .....			9	7
Lancaster .....			17	9	North Augusta .....			26	13
Lansdowne .....			34	25	North Gower .....			13	10
Laurel .....			19	12	North Lancaster .....			29	15
Lefroy .....			27	19	Norwich .....			41	36
Lemonville .....			20	12	Oakwood .....			14	10
Lion's Head .....			16	7	Odessa .....			18	12
Little Britain .....			18	17	Oil Springs .....			43	25
Little Current .....			29	19	Orono .....			30	19
London East .....		135	98		Ohswéken .....			7	4
Lucknow .....			33	26	Osgoode Station .....			22	14
Macdonald Consol- dated, Guelph .....			36	28	Otterville .....			17	17
Magnetawan .....			13	10	Paisley .....			40	35
Manitowaning .....			23	14	Pakenham .....			26	21
Manotick .....			16	8	Palmerston .....			36	28
Maple .....			13	7	Pefferlaw .....			5	2
Marmora .....			37	28	Pelee Island .....			6	4
Marshville .....			25	21	Pickering .....			13	6
Marsville .....			12	5	Plattsville .....			24	19
Massey .....			16	13	Port Burwell .....			14	6
Matheson .....			13	7	Port Carling .....			21	11
Mattawa .....			18	10	Port Colborne .....			54	51
Maxville .....			39	26	Port Credit .....			46	32
Medina .....			13	9	Port Dalhousie .....			56	43
Melbourne .....			27	17	Port Stanley .....			19	15
Merivale .....			23	17	Powassan .....			48	34
Merlin .....			49	34	Priceville .....			7	6
Merrickville .....			29	25	Princeton .....			18	12
Merritton .....			19	16	Queensville .....			29	14
Metcalfe .....			31	22	Rainy River .....			15	13
Mildmay .....			38	33	Ramsayville .....			11	10
Milford .....			28	16	Randwick .....			8	7
Millbrook .....			44	32	Richard's Landing .....			8	7
Milverton .....			84	66	Richmond .....			34	20
Mimico .....			54	47	Ridgeway .....			37	27
Minden .....			16	10	Ripley .....			37	25
Minesing .....			14	9	Rockton .....			32	21
Monklands .....			11	9	Rockwood .....			29	23
Monteith .....			7	7	Rodney .....			43	25
Moorefield .....			23	16	Rosemont .....			9	5
Moose Creek .....			16	10	Roseneath .....			16	8
Mount Albert .....			18	15	Rosseau .....			8	5
Mount Brydges .....			30	25	Russell .....			33	23
Mount Elgin .....			12	7	St. David's .....			19	11
Mount Hope .....			29	18	St. George .....			20	17
Mount Pleasant .....			30	24	St. Helens .....			22	16
Mount St. Patrick .....			29	21	Sandwich .....			70	56
Mountain Grove .....			8	4	Schomberg .....			42	26
Mountain Station .....			26	20	Schreiber .....			21	14
Navan .....			15	14	Scotland .....			24	20
Neustadt .....			9	3	Secord School (York E) .....			70	65
Newboro .....			30	27	Selkirk .....			24	9
New Hamburg .....			50	32	Sharbot Lake .....			19	9
Newington .....			17	11	Sioux Lookout .....			8	.....
New Liskeard .....			53	40	Singhampton .....			12	8
New Toronto .....			13	13	Solina .....			12	9
					South Finch .....			39	25

## JUNIOR HIGH SCHOOL ENTRANCE EXAMINATION, 1920—Concluded

Other Places—Con.	Number granted certificates on Principal's re- commendation	Number taken Departmental Examination	Number passed Departmental Examination	Other Places—Con.	Number granted certificates on Principal's re- commendation	Number taken Departmental Examination	Number passed Departmental Examination
Southampton.....		16	16	Verona.....		33	15
South Indian.....		8	7	Victoria Harbour.....		22	17
South Mountain.....		19	13	Vineland.....		47	33
South Porcupine.....		17	17	Walkerville.....		50	47
South River.....		7	3	Warkworth.....		28	22
Sparta.....		36	23	Waubauskene.....		7	
Spencerville.....		30	20	Webbwood.....		5	3
Springfield.....		17	12	Wellandport.....		20	13
Sprucedale.....		15	12	Wellington.....		31	22
Stayner.....		30	29	Westboro'.....		63	62
Stella.....		10	7	Westfield.....		20	16
Stevensville.....		17	14	West Lorne.....		60	31
Stittsville.....		15	14	Westport.....		37	29
Stony Creek.....		30	17	Wheatley.....		33	28
Stouffville.....		22	20	Whitevale.....		14	11
Strabane.....		42	30	Wilberforce.....		14	7
Sturgeon Falls.....		44	34	Wilkesport.....		22	11
Sunderland.....		29	21	Williamsburg.....		29	11
Sundridge.....		12	4	Willowdale.....		19	17
Sutton.....		41	29	Winchelsea.....		21	14
Swastika.....		13	8	Winona.....		12	12
Tamworth.....		30	22	Wolfe Island.....		20	13
Tara.....		28	24	Woodbridge.....		32	24
Tavistock.....		12	11	Woodville.....		23	17
Teeswater.....		51	35	Wooler.....		27	24
Thamesford.....		31	26	Worthington.....		17	11
Thamesville.....		48	27	Wroxeter.....		29	23
Thedford.....		23	6	Wyoming.....		34	22
Thessalon.....		41	37	Yarmouth Heights.....		52	28
Thornbury.....		54	31	Zephyr.....		12	10
Thorndale.....		42	29	Zurich.....		12	10
Thornhill.....		14	12				
Tilbury.....		36	31	Totals.....	54	9,021	6,503
Timmins.....		24	20	Collegiate Institutes...	5,052	6,663	4,887
Tiverton.....		16	12	High Schools.....	96	7,030	5,459
Toronto, De La Salle Institute.....		49	13	Other Places.....	54	9,021	6,503
Tottenham.....		21	11				
Uptergrove.....		46	37	Grand Totals, 1920 ..	5,202	22,714	16,849
Varna.....		16	11				

## II. JUNIOR PUBLIC SCHOOL GRADUATION DIPLOMA EXAMINATION, 1920

Centre	Ex- amined	Passed	High School Entrance allowed	Centre	Ex- amined	Passed	High School Entrance allowed
Alvinston .....	2	2	.....	Ottawa .....	90	66	21
Bayfield .....	5	5	.....	Owen Sound .....	3	1	.....
Beachburg .....	10	5	.....	Pefferlaw .....	3	2	.....
Blenheim .....	2	2	.....	Pictou .....	2	1	.....
Blyth .....	1	1	.....	Plantagenet .....	6	4	.....
Bolton .....	8	6	.....	Priceville .....	3	3	.....
Bracebridge .....	13	11	.....	Renfrew .....	4	3	.....
Brigden .....	6	6	.....	Richard's Landing	1	1	.....
Burford .....	6	5	.....	Rodney .....	5	1	4
Courtright .....	4	4	.....	Rosseau .....	2	2	.....
Crediton .....	6	6	.....	St. Helen's .....	4	3	.....
Creighton Mine...	8	8	.....	Schreiber .....	4	3	1
Cumberland .....	6	4	.....	Selkirk .....	3	2	.....
Dashwood .....	3	3	.....	Sioux Lookout ..	3	.....	.....
Dungannon .....	6	3	1	Sunderland .....	3	3	.....
Dutton .....	5	5	.....	Sundridge .....	5	2	.....
Echo Bay .....	4	2	.....	Sprucedale .....	6	5	.....
Emo .....	3	3	.....	Stony Creek .....	1	1	.....
Florence .....	7	4	.....	Strabane .....	2	2	.....
Fordwich .....	7	6	.....	Thamesville .....	2	2	.....
Gore Bay .....	3	1	.....	Tillsonburg .....	3	.....	.....
Hensall .....	2	2	.....	Tiverton .....	3	3	.....
Kearney .....	1	1	.....	Toronto .....	22	20	2
Kimberly .....	1	1	.....	Tweed .....	5	4	.....
King .....	7	6	.....	Uxbridge .....	2	2	.....
Kingsville .....	5	5	.....	Victoria Harbour	4	3	.....
Kinmount .....	7	6	.....	Waterdown .....	2	1	.....
Kintail .....	4	3	.....	White River .....	2	1	.....
Lakefield .....	1	.....	.....	Winchelsea .....	7	6	1
Magnetawan .....	5	4	.....	Woodbridge .....	4	2	.....
Marmora .....	16	15	.....	Woodstock .....	5	5	.....
Mattawa .....	6	3	.....	Wooler .....	9	9	.....
Milton .....	2	2	.....	Worthington .....	2	2	.....
Mimico .....	5	4	.....	Wroxeter .....	2	2	.....
Minden .....	4	2	.....	Zephyr .....	4	4	.....
Navan .....	1	1	.....	Zurich .....	9	7	2
Neustadt .....	3	3	.....				
Nipissing .....	4	4	.....				
Oil Springs .....	5	3	.....				
				Totals, 1920...	431	335	32



## APPENDIX T

### LIST OF CERTIFICATES ISSUED BY THE DEPARTMENT OF EDUCATION, 1920

#### I. Public School Inspectors' Certificates

Downey, Roscoe F., B.A., B.Pæd.  
Maxwell, Thomas F., B.A.

Pentland, George E., M.A.  
Willson, Alice, B.A.

#### II. High School Principals' Certificates

Breslove, David, M.A. (Classics.)  
Clarke, Walter, B.A. (Classics.)  
Collins, James, B.A.  
Dafoe, Helen I., B.A. (Mods. and Hist.)  
Danard, Charles H., B.A.  
Danby, Frederick W., B.A.  
Devitt, Samuel Girvin, B.A.  
Duncan, Muriel, B.A.  
Eckhardt, Jessie E., B.A.  
Ferguson, Walter P., M.A. (Science.)  
Gilhooly, Beatrice C., B.A. (Eng. & Hist.)  
Goldstick, Isidore, M.A. (Mods. & Hist.)  
Gregory, Alice E., B.A. (Classics.)  
Hall, F. Grace, B.A. (Mods. and Hist.)  
Heath, Horace J., B.A. (Science.)  
Henderson, James C. G., M.A.  
Hills, Minnie B., B.A. (Math.)  
Hind, Edith J., B.A.  
Jeffrey, Hugh G. S., B.A.  
Jones, Rachel L. L., M.A.  
Lamont, Alexander D., B.A.  
Lawrence, Charles F., B.A. (Math. and  
Phys.)

MacMinn, Marie, B.A. (Eng. and Hist.)  
Martin, Jean E., B.A. (Math. and Phys.)  
McCamus, William R., B.A. (Classics.)  
McCaw, Hester E. A., B.A. (Eng. & Hist.)  
McLean (Mrs.), Jennie, B.A.  
Morrison, William J., B.A. (Science.)  
Mott, Katherine S., B.A. (Eng. & Hist.)  
Nelson, Eva E., B.A.  
Newton, Amy A., B.A. (Mods. & Hist.)  
O'Neill, Mary M., B.A.  
Rochat (Mrs.), Norma D., M.A. (Mods.  
and Hist.)  
Saunders, Lucy, M.A.  
Southcombe, William J. S., B.A.  
(Classics.)  
Thoms, Clarence J., B.A. (Eng. & Hist.)  
Tovell, Alene M., B.A. (Eng. & Hist.)  
Urlin, William R., B.A. (Math.)  
Wheelton, Leonard, B.A.  
Wilson, James J., B.A.  
Wilson, James S., B.A.

#### III. High School Assistants' and Specialists' Certificates

Adams, William A.  
Alkerton, Nancy E.  
Almas, Anna F., B.A. (Mods. & Hist.)  
Arnold, Lillian B.  
Aylsworth, Bessie C.  
Batchelor, Edna G., B.A. (Mods. & Hist.)  
Birchard, Alexander F. (Phys. Cul.)  
Bole, Abbie M., B.A.  
Brain, A. Beatrice, B.A. (Art.)  
Brokenshire, Melville C., B.A., (Phys.  
Cul.)  
Brown, Margaret S., B.A. (Phys. Cul.)  
Buchanan, Luella M.  
Buck, Charles S., (Art.) (Phys. Cul.)  
Burton, Violet, B.A. (Classics.)  
Campbell, Archibald D., B.A.  
Campbell, John J.  
Campbell, Stella K. (Phys. Cul.)  
Carrie, Violet G., B.A. (Phys. Cul.)  
Cavell, Edward E.  
Challinor, John L. (Phys. Cul.)  
Chown, Elizabeth, B.A. (Phys. Cul.)  
Clark, Alice B.  
Clarke, Olive M., B.A.  
Clinton, Nell M., B.A.  
Cooke, Violet E. W., B.A.  
Cowan, Anna K. (Art.)

Cowan, Jessie I., B.A.  
Curry, Jessie E.  
Danard, Charles H., B.A. (Phys. Cul.)  
Darby, Laura W., B.A.  
Davis, Eleanor A., B.A. (Phys. Cul.)  
De La Mater, Magdalene (Phys. Cul.)  
Dent, Beatrice.  
Dickson, Lucy I. (Phys. Cul.)  
Dixon, Frederick W.  
Dobson, George C., B.A.  
Dorrance, Annie V. (Phys. Cul.)  
Durnin, Letitia E. (Phys. Cul.)  
Durnin, Vera B. (Phys. Cul.)  
Dykes, Vera K. (Phys. Cul.)  
Eadie, William M., B.A. (Phys. Cul.)  
Edge, Alix M.  
Entwistle, Merton L. (Phys. Cul.)  
Evans, Margaret E.  
Evans, Rennie M., B.A.  
Farley, Hazel, B.A.  
Feasby, Harold G. (Phys. Cul.)  
Fennell, Rena L.  
Ferguson, Elizabeth D. (Art.)  
Ferguson, Evalena, B.A.  
Finch I. Mae, B.A. (Art.)  
Foerster, Arthur J., M.A. (Math. & Phys.)  
Foreman, Kathleen B., B.A.

## III. High School Assistants' and Specialists' Certificates.—Continued

- Found, Ada C., B.A. (Commercial.)  
 Franklin, Marion M., B.A.  
 Galloway, Jessie L., B.A. (Phys. Cul.)  
 Garvey, Leo. J.  
 Geddes, Mary M.  
 Gillham, Blanche.  
 Gillies, Agnes M., B.A. (Phys. Cul.)  
 Gillies, Ina M., B.A.  
 Goldstick, Isidore, M.A. (Mods. & Hist.)  
 Gordon, James I., B.A.  
 Grant, Cora.  
 Griffin, Selwyn P., B.A.  
 Grindell, Hazel.  
 Guthrie, Ethel R., B.A. (Phys. Cul.)  
 Hall, Marjorie S., B.A. (Mods. & Hist.)  
 Hammell, Ethel E. M., B.A. (Eng. & Hist.)  
 Harding, Mary J., B.A.  
 Harper, Gertrude A., B.A.  
 Harris, L. Morwenna (Art.)  
 Hart, Luther S. (Art.)  
 Hately, Mary E., B.A.  
 Heather, Ruth (Commercial.)  
 Hickey, Philippa A. V. (Phys. Cul.)  
 Hildred, Edna L., M.A. (Mods. & Hist.)  
 Hoey (Mrs.), Beatrice, M.A. (Classics.)  
 Houser, Evelyn G. (Art.)  
 Hudson, Annie L. (Commercial.)  
 Humphries, Wilhelmina M., B.A. (Math. & Phys.)  
 Hunter, Lily P., B.A. (Art.)  
 Ingham, Harriet, B.A. (Eng. & Hist.) (Mods. & Hist.) (Phys. Cul.)  
 Jenkins, James T., B.A. (Math. & Phys.)  
 Johnston, Agnes E., B.A. (Mods. & Hist.)  
 Jones, Rachael L. L., M.A., (Phys. Cul.)  
 Jones, Stephanie W. (Phys. Cul.)  
 Joynet, James H.  
 Kennedy, Anna, B.A.  
 Kenyon, Grace, B.A. (Classics.)  
 King, Annie A.  
 Kinnee, Herbert C., B.A. (Phys. Cul.)  
 Kirkwood, Elizabeth M.  
 Knapp, Elizabeth E.  
 Knight, Florence I., B.A.  
 Knowles, Anna V.  
 Knowles, John H., B.A.  
 Lang, Jean K., B.A. (Mods. & Hist.)  
 Learoyd, Clarence W., B.A. (Phys. Cul.)  
 Lemon, Robert C., B.A. (Eng. & Hist.)  
 Locklin, Elva J., B.A. (Art.)  
 Logan, Helena B.  
 Luke, Dorothy H., B.A. (Mods. & Hist.)  
 Macdonald, Margaret J.  
 MacGregor (Mrs.), Jeanette E. (Phys. Cul.)  
 MacIntyre, Anna M. (Phys. Cul.)  
 MacKay, Hector Hugh.  
 MacNeil, Lena L.  
 Macpherson, Mary K., B.A. (Mods. & Hist.)  
 Macpherson, Pearl, B.A. (Classics.)  
 MacPherson, Rose.  
 Mallory, Bertha (Phys. Cul.)  
 Martin, Elizabeth D. G., B.A. (Classics.)  
 McCallum, Mary, B.A. (Phys. Cul.)  
 McCamus, Bessie, B.A. (Eng. & Hist.) (Art.)  
 McCauley, Ina H., B.A. (Eng. & Hist.)  
 McCrae (Mrs.), Mary I., B.A. (Mods. & Hist.)  
 McKenna, Jessie, B.A.  
 McKillop, Archibald F., B.A. (Math.)  
 McLachlin, Janet E. (Art.)  
 McWilliams, Walter A.  
 Menhennick, Ada M., B.A. (Mods. & Hist.)  
 Mielhausen, Albert, B.A.  
 Millar, Annie B., B.A. (Eng. & Hist.)  
 Mitchell, Lillian Grace (Art.)  
 Mitchell, May (Phys. Cul.)  
 Moore, Kathleen V., B.A.  
 Morgan, Grace, B.A. (Mods. & Hist.)  
 Mott, Katherine Stella, B.A. (Art.)  
 Moyer, Lina R., B.A.  
 Muirhead, Jessie L., B.A. (Math & Phys.) (Phys. Cul.)  
 Murray, Edith M.  
 Newton, Amy A., B.A. (Mods. & Hist.)  
 Ney, Louise E. (Art.)  
 Nicholson, Elvira E., M.A. (Art.)  
 Noonan, Aileen, B.A. (Mods. & Hist.)  
 Oaks, Anna M., B.A. (Mods. & Hist.)  
 O'Connor, Alice (Mother Ambrose).  
 O'Neil, Jessie, B.A.  
 Ord, Annie L.  
 Parr, Sarah E. (Phys. Cul.)  
 Percival, Mary L., B.A. (Art.)  
 Philp, James H., B.A. (Phys. Cul.)  
 Philp, Nellie M., B.A. (Phys. Cul.) (Science.)  
 Powell, James A., B.A.  
 Preston, Gardener A., B.A. (Math. & Phys.) (Phys. Cult.)  
 Redmond, Edith J., B.A. (Art.)  
 Roberts, Mabel E., B.A. (Art.)  
 Robinson, Frances A., B.A. (Phys. Cult.)  
 Rogers, William C., M.A. (Art.)  
 Rowntree, Annie E., M.A. (Phys. Cult.)  
 Runians, Minnie C., B.A. (Eng. & Hist.)  
 Shaw, Ada E., B.A.  
 Shaw, Elsie M.  
 Sinclair, Ella A., B.A. (Classics.)  
 Smith, Marion E., B.A. (Phys. Cult.)  
 Somerville, Eva M. (Art.)  
 Southcombe, William J. S., B.A. (Phys. Cult.)  
 Spark, George, B.A.  
 Spencer, Watson G., B.A.  
 Stanley, Pauline M., B.A.  
 Steele, Katherine R., B.A. (Eng. & Hist.)  
 Stevenson, Clara M., B.A. (Eng. & Hist.)  
 Stewart, Alexander G.  
 Stewart, Margaret E. (Art.)  
 Stillwell, Laura, B.A. (Art.)  
 Stillwell, Ayrest L., B.A. (Phys. Cult.)  
 Stockdale, Thomas N. (Commercial.) (Phys. Cult.)  
 Stouffer, Archibald.  
 Strathdee, Mary.  
 Stuart, Agnes M., B.A. (Mods. & Hist.)  
 Summerby, Frederika, B.A.  
 Swallow, Margaret B.

### III. High School Assistants' and Specialists' Certificates.—Continued

Switzer, Neva (Art.)  
 Tennant, Herbert M.  
 Tighe, Elsie S., B.A. (Eng. & Hist.)  
 Tobin, Lilly S., B.A. (Mods. & Hist.)  
 Traver, Lillie A., B.A. (Eng. & Hist.)  
 Trench, William W. A., B.A. (Phys. Cult.)  
 Tuck, Ella M., B.A.  
 Twiss, Countess L., B.A. (Art.)  
 Waddell, T. Kenneth, B.A.  
 Wallace, Minnie G.  
 Watson, Mabel Alberta.

Weatherill, Lillian.  
 Wells, Dorothy.  
 White, Orville R. (Phys. Cult.)  
 Whitelock, Stanley G., B.A.  
 Whittton, Lillis Pearl, B.A. (Mods. & Hist.)  
 Williams, Grace E., B.A. (Mods. & Hist.)  
 Wilson, James S., B.A.  
 Wilson, Muriel K.  
 Worden, Ernest H. G. (Phys. Cult.)  
 Yorke, Charles G., B.A. (Phys. Cult.)  
 Young, Madeline C., B.A. (Eng. & Hist.)

### IV. Permanent Elementary Certificates

Adams, Edith I. (Phys. Cul.)  
 Adams, John M. (Phys. Cul.)  
 Adams, Margaret (Agri.)  
 Airth, Edith (Agri.)  
 Alkenbrack (Mrs.), Alma J. (Agri. & Art.)  
 Alkerton, Nancy E. (Art.)  
 Almas, Anna F., B.A. (Phys. Cult.)  
 Anguish, Hazel (Agri.)  
 Atcheson, Olive I. (Agri.)  
 Baker, Matilda M. H. (Agri.)  
 Barlow, Frederick J., B.A. (Phys. Cult.)  
 Bell, M. F. Winifred (Phys. Cult.)  
 Bentham, Rena F. (Agri.)  
 Berry, Wenonah V. (Art.)  
 Bole, Abbie M., B.A. (Phys. Cult.)  
 Bonis, Harry, B.A. (Phys. Cult. & Art.)  
 Breen, Hazel M. (Agri.)  
 Breen, May K. (Agri.)  
 Brigham, Olvetta (Art.)  
 Broad, Luella L., B.A. (Art.)  
 Burchill (Mrs.), Jean. (Phys. Cult.)  
 Cameron, Allan A. (Phys. Cult.)  
 Casselman, Myrtle B. (Agri.)  
 Cattanach, Mabel L. (Agri.)  
 Clarke, Olive M., B.A. (Phys. Cult.)  
 Clinton, Nell M., B.A. (Phys. Cult.)  
 Cooke, Violet E. W., B.A. (Art, Phys. Cult.)  
 Cowan, Anna K. (Phys. Cult.)  
 Cowan, Jessie I., B.A. (Phys. Cul., Art.)  
 Crunican, N. Eugenia (Mother Rita). (Art.)  
 Currie, L. A. Mina (Agri.)  
 Curry, Jessie E. (Phys. Cult.)  
 Cumming, Eva M., B.A. (Phys. Cult.)  
 Davidson, John H., M.A. (Phys. Cult.)  
 Davis, Blanche E. (Agri.)  
 Dixon, Frederick W. (Art.)  
 Eckhardt, Jessie E., B.A. (Phys. Cul.)  
 Edge, Alix M. (Art.)  
 Ellacott, Pearl R. (Agri.)  
 Fenwick, Elizabeth A., B.A. (Phys. Cult.)  
 Ferguson, Evalena, B.A. (Phys. Cult.)  
 Found, Ada C., B.A. (Phys. Cult.)  
 Franklin, Marion M., B.A. (Phys. Cult.)  
 Garrett, Evelyn C. (Phys. Cult.)  
 Geddes, Mary M. (Art.)  
 Gilfillan, Viola, M.A. (Phys. Cult.)  
 Gilholm, Eva H. (Agri.)  
 Gildon, Mildred E. (Phys. Cult.)

Grindell, Hazel (Art.)  
 Grunig, Godfrey J. (Agri.)  
 Guley, Henry (Manual Training.)  
 Hall, F. Grace, B.A. (Phys. Cult.)  
 Harding, Mary J., B.A. (Phys. Cult.)  
 Hart, Luther S. (Phys. Cult.)  
 Haviland, Hugh J., B.A. (Phys. Cult.)  
 Hay, Mary (M.M. of the Angels). (Art.)  
 Henderson, Anna L. (Agri.)  
 Hicks, Evalyn G. (Phys. Cult.)  
 Hicks, Viva M. (Art.)  
 Hoey (Mrs.), Beatrice, M.A. (Phys. Cult.)  
 Horne (Mrs.), Laura E., B.A. (Phys. Cult.)  
 Houser, Evelyn G. (Phys. Cult.)  
 Husband, Edith P., B.A. (Phys. Cult.)  
 Hyland, Lena (Phys. Cult.)  
 Joynt, James H. (Phys. Cult.)  
 Judge, Albert E., B.A. (Phys. Cult.)  
 Kirkwood, Elizabeth M. (Phys. Cult.)  
 Knapp, Elizabeth E. (Art, Phys. Cult.)  
 Knowles, Edith (Agri.)  
 Knowles, John H., B.A. (Phys. Cult.)  
 Laughlin, Ruby J. (Art, Phys. Cult.)  
 Lawlor, Richard G., B.A. (Phys. Cult.)  
 Logan, Helena B. (Art.)  
 MacKenzie, Beatrice M. (Agri.)  
 MacKichan, Peter, B.A. (Phys. Cult.)  
 MacNeil, Lena L. (Art.)  
 MacPherson, Rose (Art, Phys. Cult.)  
 McCauley, Ina H., B.A. (Phys. Cult.)  
 McCrae (Mrs.), Mary I., B.A. (Phys. Cult.)  
 McDonald, Vivian C. (Art.)  
 McGibbon, Hazel M. (Art.)  
 McKee, Mary (Agri.)  
 McKenna, Jessie, B.A. (Phys. Cult.)  
 McRae, Alice A., B.A. (Art.)  
 Maitland, Jessie H., B.A. (Phys. Cult.)  
 Maley, E. Pearl (Agri.)  
 Moore, Kathleen V., B.A. (Art.)  
 Morgan, Grace, B.A. (Phys. Cult.)  
 Morrison, William J., B.A. (Phys. Cult.)  
 Morton, Christine H. (Art.)  
 Ney, Louise E. (Phys. Cult.)  
 Nicholson, Elvira E., M.A. (Phys. Cult.)  
 Nolan, Mary A. (Sr. M. Rosalie.) (Art.)  
 Oaks, Anna M., B.A. (Phys. Cult.)  
 O'Grady, Frances (Agri.)  
 Paton, Katharine (Art.)



## IV. Permanent Elementary Certificates.—Continued

Pfohl, Edith M. (Agri.)	Stevens Myrtle H., B.A. (Phys. Cult.)
Philp, Florence H. (Phys. Cult.)	Stewart, Jessie M. (Agri.)
Powell, James A., B.A. (Phys. Cult.)	Strathdee, Mary (Art.)
Rawlings, L. Berenice (Agri.)	Suttaby, Fannie E. (Agri.)
Ready, Mae J. B. (Agri.)	Swallow, Margaret B. (Art.)
Richardson, Beatrice (Agri.)	Tench, William H. (Phys. Cult.)
Richardson, Miriam L. (Agri.)	Toll, Wilhelmina N. (Art.)
Ridgway, Lucille A. (Manual Training.)	Traver, Lillie A., B.A. (Phys. Cult.)
Ronald, Anne (Agri.)	Wallen, Wilfrid B. (Art.)
Rice, Elsie M. (Phys. Cult.)	Weatherill, Lillian (Art.)
Shaw, Ada E., B.A. (Phys. Cult.)	Wells, Dorothy (Phys. Cult.)
Shepley, Addie M. (Phys. Cult.)	Whaley, Mary A. (Agri.)
Sinclair, Ella A., B.A. (Phys. Cult.)	White, Mabel R. (Art.)
Sinclair, Margaret (Phys. Cult.)	White, N. Kathleen (Art.)
Smith, Donald G. (Phys. Cult.)	Williams, Albert, B.A. (Phys. Cult.)
Smith, Isobel K., B.A. (Phys. Cult.)	Young, Gordon (Phys. Cult.)
Smyth, Susie I. (Agri.)	Young, Ida M. (Agri.)
Steele, Katherine R., B.A. (Phys. Cult.)	Zeron, Frances A. (Agri.)

## V. Permanent Supervisors' and Intermediate Certificates

Anderson, George J. (Art.)	Lince, Esther M. (Art.)
Baskerville, Eleanor (Vocal Music.)	Salvadge, Mabel S. (Art.)
Harper, David (Phys. Cult.)	Spark, George (Agri.)
Hunter, Anna J. (Vocal Music.)	Wheable, Geoffrey A. (Phys. Cult.)
Jones, Stephanie W. (Phys. Cult.)	

## VI. Permanent First Class Certificates

Abbott, Florence Mary.	Dawson, Grace L.	Hueston, Eva M.
Adams, Carl Wesley.	Dickson, Archibald Chester.	Inman, Marjorie E.
Aitchison, Edna Mae.	Dillen, Mary G.	Johnson, Annie Belle.
Anderson, Isabel.	Dobson, Muriel M.	Jackson, Helen K.
Appleyard, Gertrude G.	Dougall, Laura Helen.	Johnston, Helen Louise.
Armstrong, Jean L.	Durst, Lorna M.	Jourdan, Florence M.
Armstrong, Thomas W.	Edwards, Myrtle.	Justice, Mildred May.
Arnold, Elizabeth M.	Evans, Marion C.	Kay, Ruth Irene.
Axon, David Hiram.	Farrell, Marie Cecilia.	Keeler, Joan, B.A.
Banks, Edna Beatrice.	Fick, Ellis Lloyd.	Kennedy, Margaret W.
Beattie, Edith E.	Fisher, Florence.	Kerr, Clarence Lorne.
Beattie, Ethel Margery.	Fleming, Earl A.	Kilty, Clarence George.
Bennett, Grace Dorothy.	Fortier, May L.	King, Alexander Ford.
Blatherwick, Irene F.	Gall, Jean C.	King, Nellie N.
Blum, Freda.	Garbutt, Egbert Price.	Kirley, Hilda F.
Boles, Roy Charles.	Garrett, Norman.	Koch, William Henry.
Bristow, Mary.	Garry, Grace A.	Laidlaw, Luella Harriet.
Bruin, Maude Edith.	Gibson, Margaret F., B.A.	Lawrence, Edna H.
Buckle, Mabel Christina.	Givens, Myrtle B.	Leggott, Louie Viola.
Bunner, Muriel Willard.	Graham, Ella Etta.	Luxon, Mary Charlotte.
Cameron, Robert C.	Haig, Allister P.	Lynch, Rose Anna Mary.
Carlyle, Helen R.	Haines, Florence L.	MacDougall, Alice C.
Carruthers, Orville Knowles.	Harris, Beatrice E.	MacPhail, Jean C.
Carson, Sarah.	Harris, Harold Wilfrid.	MacPherson, Donald Stuart.
Cattanach, Margaret.	Hartwick, William Ernest.	Marchant, Gladys O.
Cavanaugh, William.	Hattin, Richard Arthur.	Martin, Jean.
Chamberlin, Florence A.	Hayes, Roberta May.	Matchett, Iola A.
Clements, Harriet A.	Heath, Martha E. M.	Matthew, Doris A.
Collins, Bertha Victoria.	Henderson, John McCallum.	Maybee, Mildred J.
Cosgrove, James Earle.	Hess, Flora I.	McCamus, Laurence David.
Coughlin, Virginia.	Hill, Joseph Pearson.	McCartney, Zella M.
Coutts, Martha Jean.	Hooper, Hazel Ruth.	McCausland, Ruth Evelyn.
Crawford, Catherine I.	Horton, Dorothy E.	McCreary, Stella Bayne.
Crawford, Helen M.	Houison, Catherine Elizabeth.	McEwen, Thos. R.
Curry, Edna M.	Houston, William John.	McFarlane, Laura J.
Curtis, Eunice M.	Houze, Edna Isabel.	McNally, Nora Catharine.
Darch, Eva J.	Howse, Lila R.	McPhail, Alexander Harold.

## VI. Permanent First Class Certificates.—Continued

McPherson, May I.	Rawson, Kathleen I.	Spence, Frances Mary.
Middleton, Helena.	Reaman, Myrtle Irene.	Stewart, Winona M.
Millar, Margaret Alexandra.	Reids, Jessie A.	Stothers, Carman E.
Mitchell, James Harvey.	Ross, Alexander Munro.	Sutherland, Anna Olive.
Moore, Henry C.	Ross, Helen Isabel	Switzer, Mary Grace.
Morton, Mary Isabelle.	Catherine.	Tamblyn, Elva R. (Mrs.)
Muir, George.	Ross, Jeanie H.	Taylor, Florence Wilkinson.
Muir, Shirley L.	Ruse, Elma L.	Tennant, Herbert M.
Nesbitt, Robert Norman.	Russell, Annie Elizabeth.	Thompson, Ella Marjorie.
Nickle, Margaret I.	Russell, Jasper T. H.	Treitz, Ernest L.
Norris, Robert H.	Rutherford, Gordon Camp-	Tully, Oral L.
North, Nina Marie.	bell.	Turnbull, Jennie Ferguson.
Oakes, Walter A.	Ryan, Bessie Margaret.	Wallace, Mary L. (Mrs.)
O'Brien, Catherine E.	Scammell, Beatrice Lane.	Ward, William Frank.
O'Connell, Margaret M.	Sharpe, Jessie Margaret.	Waterman, Isobel M.
Olmsted, Carrie Edith.	Shepherd, Elizabeth.	Watt, James Hamilton.
O'Toole, Mary E.	Sheridan, Rhea M.	Western, Edith Anna.
Palk, Katie E.	Sherin, Alice Elsie.	Wood, Annie L.
Parks, Minnie.	Slater, Arthur C.	Woods, Annie Evelyn.
Pike, Abram B.	Slater, Marjorie L.	Woods, Kathleen A.
Plewes, Doris Willard.	Sliter, Margaret Betty.	Wright, Verna M.
Prentice, Helen M.	Smith, Eleanor.	Young, Jean M.
Prueter, Hubert John.	Spearin, Clara Mary.	Yates, Madeliene H.
Rannie, Grace I.		

## VII. Permanent Second Class Certificates

Abel, Jessie May.	Baker, Amy E.	Black, Maron M.
Acheson, Ada W.	Baker, Marion S.	Blanchard, Maud.
Acheson, Mary L.	Baker, Matilda M. H.	Boadway, Paul.
Acton, Ellen M.	Baker, Nina Irene.	Boland, Mary Johannah.
Aitchison, Edna May.	Ball, Addie Jane.	Bole, Mary E. May.
Alexander, Helen M.	Ball, Amy L. M.	Bolender, Elizabeth.
Alexander, Merle.	Ball, Ina B.	Bonhower, Maude E.
Allaway, C. Marjorie.	Balmer, May H.	Borneman, Hazel Beatrice.
Allen, Annie G.	Barber, Florence L.	Bott, Susie Jane.
Allen, Viola M.	Barbour, Mary.	Boucher, Margaret Bessie.
Allin, Eleanore I.	Barbour, Wilfred N.	Bowker, James F.
Allison, Lola E.	Barker, Olive Viola.	Boyes, Mary E.
Alton, Harry W.	Barnard, Vera M.	Brackin, Bessie Anne.
Amey, Dorothy E.	Barnes, Millie A.	Bradd, Helen Edith.
Anderson, Annie E.	Bate, Clare.	Bradford, Laura E.
Anderson, Mary Lillian.	Bate, Lucy L.	Bradley, Flossie Victoria.
Andrew, Laura Jean.	Bateman, Dollie Bell.	Brady, Kathleen.
Andrew, William.	Beach, Helen Jean.	Bramhill, Mary A.
Annett, Ethel L.	Bean, Howard Leslie.	Breault, Annie G.
Archibald, Annie.	Beck, Margaret E.	Breckenridge, Bessie Grace.
Arkils, Laurel Ruby.	Becker, Myrtle.	Breckenridge, Celia.
Arkils, Maude.	Beckett, Gerald Everton.	Breen, Clare.
Armbrust, Nellie C.	Beckett, Marie.	Breene, Mabel Helen.
Armstrong, Doris E.	Becking, Harvey W.	Brenchley, Hazel M.
Armstrong, Josephine M.	Belford, Edna.	Brennan, Anna M.
Armstrong, Sarah Olive.	Bell, Bertha M.	Brett, Alice May.
Armstrong, Vera B.	Bell, Victoria Ellen.	Brisson, Helene A.
Arnold, Lulu M.	Bellamy, Bessie.	Bristow, Jessie E.
Artindale, Gladys.	Bennett, Marjorie C.	Brooks, Lily.
Ashley, Ethel.	Bergman, Frieda.	Broughton, Mabel P.
Asquith, Verda M.	Bernath, Elva.	Brown, Edith Gladys.
Atcheson, Sadie G.	Berst, George Elmer.	Brown, Helen.
Atkinson, Alma Laura.	Best, Caroline Wallace.	Brown, Mabel H.
Atkinson, Amy Muriel.	Betzner, Laura Georgina.	Brown, Rena M.
Atkinson, Greta M.	Bilger, Edna A.	Brown, Vera May.
Augustine, Ellen I.	Bird, Marion E.	Brown, Winnifred M.
Babb, Annie V.	Birdsell, Marion Sylvia.	Brumwell, Mary Maud.
Babcock, Josie Rosamund.	Bisbee, Wilfred Carr.	Brunton, Eleanor Jane.
Baker, Ada V.	Black, Isabella Simpson.	Buchanan, Catherine Flora.

## VII. Permanent Second Class Certificates.—Continued

Budge, Marjorie Helen Lois.	Clarke, Marjory Helen.	Dewan, Alice B.
Buller, Edith M.	Claus, Leila Edna.	Deyell, Mary Agnes.
Bullick, Olive M.	Clench, Millie Elizabeth.	Dillon, Mary Pauline.
Bunton, Beatrice.	Cline, Estella B.	Dinsmore, Inez E.
Burchill, Ida May.	Clow, Annie O.	Dobbin, Clara B.
Burger, Flossie.	Cockburn, Evelyn C.	Dobie, Isabel Elliott.
Burke, Anna E.	Cockerline, Catharine Meyrl.	Doerbecker, Luella M.
Burke, Mary V. (Sr. M. Gonzaga).	Colling, Freda Margaret.	Dohn, Lavina Alberta.
Burnside, Grace A.	Collins, Lenore Mary.	Dohnan, Kathleen Mae.
Burton, Kathleen D.	Collins, Susie.	Donaldson, Vesta A. M.
Burton, Mildred O.	Collinson, Gladys.	Dougall, Dorothea Eleanor.
Bush, Helena M.	Colville, Marjorie Constance.	Dougherty, Eleanor F.
Bushfield, Hazel Marion.	Colwell, Ellen Maude.	Dowler, Alice Marlon.
Byers, Lulu Marion.	Comfort, Ona Winnifred.	Downes, Teresa Agnes Marie.
Byers, Mary Eleanor.	Conroy, Margaret Wadena.	Downey, Marie Theresa.
Cairns, Minnie E.	Convay, Martha E.	Doyle, Kathleen.
Caldwell, Ada M.	Cook, Olive Berneice.	Drinkwalter, Ina N. A.
Call, Florrie.	Cook, Phyllis Amelia.	Dudgeon, Lillian.
Callaghan, Gladys K.	Copp, Leo Wilberforce.	Buetta, Blanche G.
Cameron, Catharine (Sr. M. St. George).	Corbett, Hazel Vera.	Duff, Ida Mary.
Cameron, Hazel.	Cornell, Ezra W.	Duncan, Jennie B.
Cameron, Irene R.	Cotie, Mary M.	Duncan, Rachel Irene.
Cameron, Jennie Milroy.	Coulthart, Zella May.	Duncliffe, Nellie.
Cameron, URLA B.	Coursey, Gladys R.	Dunham, Jessie Irene.
Campbell, Ada M.	Coutts, Wallace M.	Dunn, Mary C. (Sr. M. Audry).
Campbell, Adah Margaret.	Craig, Ada Marjorie.	Dunnett, Helen Gertrude.
Campbell, Archibald Roy.	Craig, Jean Agnes.	Dunnigan, Margaret (Sr. M. Victor).
Campbell, Enabelle.	Crate, Alma.	Durant, Arlie Beatrice.
Campbell, Katherine.	Crawford, Alice Victoria.	Durnin, Mary M.
Campbell, Margaret Helen.	Creamer, Mary (Sr. M. Ruth).	Eagan, Edna M.
Campbell, Margaret Lydia Ann.	Crerar, Elizabeth H.	Eaton, Mary Adelaide.
Campbell, Margaret Wilma.	Cullis, John T.	Edwards, Doris L.
Campbell, Marion E.	Cummiford, Edith Marguerite.	Edwards, Florence Elizabeth.
Campbell, Mary C.	Cumming, Alma B.	Edwards, Laura Jean.
Campbell, Ruth Hilda.	Cumming, Edna J.	Ego, Frances Donald.
Campsall, Meta Lena.	Cunningham, Hildegarde.	Ehlers, Mina.
Canning, Ella May.	Curl, Eleanor M.	Eidt, Beatrice W.
Cannon, Edith Pearl.	Curran, Teresa Peryle.	Elder, Ella H.
Capps, Ruby Beatrice.	Currie, Thirza A.	Elder, Sarah I.
Carleton, Harry Gordon.	Currie, Violet.	Elliott, Marjorie Isabel.
Carling, Madeleine F.	Currier, Josephine A.	Elliott, Beatrice A.
Carroll, Mary E.	Curry, Barbara E.	Elliott, Ella V. (Mrs.).
Carter, Bertha E.	Curtis, Ruth.	Elliott, Margaret Jean.
Carter, Mabel E.	Dale, Jeanette I.	Elliott, Pearl I.
Cartledge, Lottie W.	Dale, Verlyn L.	Emack, Beatrice Annie.
Carty, Justina.	Dane, Margaret Alice.	Englert, Bertha (Sr. M. LaSalle).
Case, Annie Gertrude.	Darroch, Jean Ruth.	English, Lottie.
Cassan, Clarence S.	Davidson, Clara Effie.	Erskine, Winnifred E.
Casselman, Helen K.	Davis, Sadie Jeanne.	Evans, Cora I.
Cavanagh, Ella M. A.	Davis, Angeline Maud.	Everitt, Anna M.
Caverhill, Florence H.	Davis, Hazel I.	Fanning, Clare (Sr. St. Jane Frances).
Chambers, Mary Adelaide.	Davis, Myrtle Frances.	Farnham, Helen L.
Charter, Sarah M.	Davis, Ruth Nerta.	Farrell, Anna.
Chatland, Edna.	Dawson, Mabel J.	Farrow, Frances Irma.
Chauvin, Augustine.	Dawson, Robert Parker.	Felker, Olive M.
Cheyne, Eva Bell.	Day, Cyrus Fowler.	Fennell, Mary B.
Christie, Loretto (Sr. M. Eudocia).	Dean, Gladys Bernice Ruth.	Fennell, M. Florence.
Christilaw, Eva Mildred.	Deane, Edith M.	Fenton, Mary.
Christner, Katie A.	Deegan, Judith Mary.	Ferguson, Annie Catherine.
Church, Lillian M.	Demill, Marjorie.	Ferguson, Susie M.
Clark, Mary.	Denike, Eva G.	Fetterley, John Clinton.
Clarke, Eva B.	Dennis, Edna May.	
	Deslauriers, Ada E.	
	Devine, Miriam A.	



## VII. Permanent Second Class Certificates.—Continued.

Fewster, Annie G.	Goldring, Marjorie Anne.	Hay, Jean Elizabeth.
Field, Harry W.	Goodwin, Grace M.	Haycock, Laura.
Field, Narissa Marguerite.	Goodrow, Blanche M. (Sr.	Hayes, Anastasia.
Fieldhouse, Bessie V.	M. St. Rita).	Hayes, Bertille.
Finch, Alice M.	Gordon, Annie J.	Hayes, Irenaeus.
Findlay, Alma L.	Gordon, Irene.	Hayes, Ruby.
Finkbeiner, Almeda.	Gore, Daisy A.	Healey, Gladys.
Finlayson, Mamie Elizabeth.	Goss, Meda G.	Hearn, Harriet Laura.
Fisher, Hester Alberta	Gott, Hazel Bell.	Heaslip, Clara R.
Muriel.	Gott, Irene Florence.	Heffernan, Helena A.
Fisher, Jean Isabel.	Gove, Arletta Estella.	Helm, Herbert J.
Fitchett, Etta V.	Graham, Beulah G.	Henderson, Elsie I.
Flannigan, Mary T.	Graham, Gladys B.	Henry, Annie Elizabeth.
Fleming, Mary Edna.	Graham, Jean M.	Henry, Anna L.
Flood, Edna Irene.	Graham, Marguerite E.	Henry, Mary.
Flynn, Joy.	Graham, Vera May.	Henry, Myrtle.
Foley, Anna Veronica.	Gray, Annie.	Herbert, Colette Agnes.
Foley, Ruby V.	Gray, B. Jean.	Heron, M. Violet.
Ford, Annie Fern.	Gray, Mary.	Herridge, Marguerite.
Ford, Elizabeth L.	Greer, Winnifred.	Hess, Ina Fern.
Ford, Ella M.	Gregory, James F.	Hetherington, Nyhl V.
Ford, Isabel.	Greig, Beatrice S.	Heuermann, Anna (Sr. M.
Ford, Leila E.	Guenther, Euloeen V.	Solania).
Forestell, Florence (Sr. M.	Gullett, Donald Werden.	Hewins, Merle.
Maureen).	Gunn, Mae Winnifred.	Hewish, Marjorie R.
Foster, Annie May.	Haggerty, Louise E.	Hewitt, Clara M.
Foster, Hazel E.	Haig, Helen L.	Heydon, Clara.
Foster, Kate.	Hall, Gladys J.	Heyrock, Elva Mae.
Foster, Myrtle S.	Halliday, Edna L.	Hick, Florence Margaret.
Fowlie, Dorothy I.	Halnan, Gladys Beatrice.	Hicks, Alice L.
Fraser, Florence Ruth.	Hamil, Mildred C.	Hicks, Jessie M.
Frayn, Mary E.	Hamilton, Bertha.	Hickson, Amy Pearl.
Fretz, Joseph C.	Hamilton, Ethel C.	Hilborn, Fannie H.
Fuller, Bessie E.	Hamilton, Iva M.	Hilliard, Delight.
Galvin, Mary Edna.	Hamilton, Joyce Gertrude.	Hilliker, Hope A.
Gamble, Leita Margaret.	Hamilton, Laura Elva.	Hindman, Clarinda.
Gannon, Beatrice V. M.	Hammell, Margaret M.	Hipwell, Ruth.
Gardiner, Elizabeth.	Hammersley, Christina.	Hoar, Jessie Mileta.
Gardiner, Mae Allen.	Hampel, Florence E.	Hobbs, Mary Ann.
Gardner, Alice Zelba.	Hampson, Dorothy.	Hogg, Etta May.
Garvin, Evelyn (Sr. St.	Haney, Mary Myrtle.	Hoggarth, Annie.
Thomas).	Haney, Reta.	Holdsworth, Marguerita
Garrock, Bessie H.	Hanna, Effie Lartar.	Pauline.
Gebhardt, Hilda E.	Hannam, Herbert Henry.	Holland, Vivian V.
Geddes, Wilmer Nelson.	Hannan, Marcia M.	Hollingsworth, Bertha.
Gerber, Mary J.	Hardy, Grace B.	Hollingsworth, Elizabeth
Ghent, Mervin.	Hardy, Mila.	Maude.
Ghent, Ruth E.	Hare, Robert Rossington.	Holmes, Eleanor Marguerite.
Gibson, Edith Adeline.	Hargrave, Mabel (Mrs.).	Holmes, Grace M.
Gilbert, Hazel Ivey.	Hargrave, Ruth P.	Holmes, Helen Margaret.
Gilchrist, Katherine	Harley, Ada M.	Holmes, Laura.
Elizabeth.	Harper, Marjorie Ann.	Hope, Bertha Sophia.
Giles, Alice W.	Harrett, Ella V.	Horan, Mary E.
Giles, Mildred P.	Harris, Byrdie M.	Horn, Eva G.
Gillespie, Georgina.	Harris, Mary Margaret.	Howe, Martha.
Gillespie, Lillian S.	Harrison, Edna C.	Howell-Evans, Frances
Gillespie, Lulu Elizabeth.	Harrison, Edna M.	(Mrs.).
Gillies, Clarence.	Hart, Jean Isabel.	Howse, Edith Mildred.
Gilmore, Vera Elsie	Hart, Jessie.	Hubbert, Frankie O.
Margaret.	Hartley, Ellen.	Hudson, Susannah J.
Gilmour, Florence H.	Hartley, Iveagh.	Hume, Mary Agnes.
Girouard, Annie A.	Harvey, Helen Harriett.	Humphrey, Ethyl Martha.
Giroux, Corinne.	Hastings, Flora.	Hunt, Marjorie M.
Gleeson, Nora M.	Hauch, Julia M.	Hunter, Chester Harold.
Glover, Geraldine R.	Hawn, Mabel.	Hunter, Marguerite Kath-
Godin, Muriel M.	Hay, Hazel M.	leen.

## VII. Permanent Second Class Certificates.—Continued

Hutchinson, Cora M.	King, Margaret E.	Lyon, Elsie Hilda.
Hutton, Mary E.	Kinkead, Sadie E.	MacAlpine, Annie.
Hutty, Mary Edna.	Kirk, Annie H. M.	MacAlpine, Elizabeth M.
Huycke, Marjorie.	Kirkpatrick, Ethel May.	Macarthur, Daisy.
Hyatt, Eunice B.	Kiteley, Edith M.	MacArthur, Florence A.
Ingram, Kathleen A.	Knisley, Isabelle.	MacArthur, Mayme Alberta.
Ireland, Lillian Gwendolyne.	Knowles, Annie O.	MacCallum, Jeanette.
Irving, Dorris Lillian.	Kormann, Mary (Sr. M. St. Gregory).	Macdiarmid, Annie Margaret.
Irving, Marie Irene.	Kraft, Emma B.	Macdonald, Alicia G.
Irwin, Jack L.	Kron, Esther E.	Macdonald, Annie.
Irwin, Vera M.	Laidlaw, Bessie.	MacDonald, Annie M.
Irwin, William R.	Lajeunesse, Camilla M. (St. M. of Carmel).	MacDonald, Edith A.
Jack, Hazel I.	Lamont, Elizabeth R.	Macdonald, Florence.
Jackson, Ethel B.	Lancaster, Muriel I.	MacDonald, Nellie V.
Jackson, Freda Mary.	Lang, Agnes M.	MacEwen, Isabel M.
Jackson, Harold McGill.	Lang, Nora Jean.	MacGregor, Marguerite E.
Jackson, Hattie Bell (Mrs.).	Langley, Eva V.	MacIntosh, Florence Lillian.
Jackson, Vera.	Lansing, Margaret M. M.	MacIntyre, Margaret M.
Jalbert, Adelaide L.	Large, Mary Wilhelmina.	Mackay, Christina.
James, Annie.	Larkworthy, Charlotte.	MacKay, Helen W.
Jamieson, Grace.	Laughlin, Norman J.	Mackay, Janet.
Jamieson, Mary (Helena).	Lavelle, Lila M.	MacKay, Katie Jane Anne.
Jamieson, Mary Moffatt.	Law, Emily Pearl.	MacKay, Marjorie Cecil.
Jeacock, Myrtle L.	Lawrence, Hattie Ila.	MacKay, Maude Irene.
Jeffery, Pearl E.	Lawrence, Mary Rose.	MacKay, Mayme F.
Jeffrey, Inez M.	Lawson, Anna Helen.	MacKay, Rose E.
Jelly, Margaret Grace.	Lawton, Lily Mae.	Macklin, Cecelia Evelyn.
Johnson, Edith H.	Laybourne, Olive Aldrich.	MacLean, Ella Mae.
Johnson, Elsie Bell.	Leathorn, Freda.	MacLeod, Annabel Agnes.
Johnston, Beulah.	Ledger, Clara.	MacMillan, Eva A.
Johnston, Harriet M.	Leduc, Leocadie.	MacMillan, Grace A.
Johnston, Theresa J.	Lee, Norma Eileen.	MacMillan, Mildred M.
Johnstone, Della.	Lehman, Mildred R.	Macmillan, Rachael.
Jolly, Beatrice M.	Leighfield, Estella.	Macpherson, Annie V.
Jolly, Jean Elizabeth.	Leitch, Mary.	MacVicar, Lily B.
Jones, Margaret R. C.	Leslie, Nina Maude.	Mainer, Vivian M.
Jordan, Laura A.	Lester, Beatrice.	Mainprize, Jennie B.
Joyce, Gladys.	Leversage, Olive Muriel.	Mair, Dorothy Marion.
Joynt, Mary H.	Lewis, Catherine Vera.	Malott, Alta M.
Junkin, Evelina.	Lewis, Edgar.	Malott, Utah.
Kaiser, Della B.	Lewis, Etta P.	Mancely, Margaret Helen.
Keepin, Ivie E.	Limon, Annie M.	Marcellus, Merian G.
Keetch, Lillian.	Linton, Irma Evelyn.	Marckell, Jennie A.
Kelley, Irene May, B.A.	Little, Elva M.	Markle, Gladys Irene.
Kells, Gladys E.	Little, Kenneth C.	Marlin, Sadie V.
Kelly, Josephine F.	Livingstone, Eliza.	Marshall, Ida M.
Kelly, Margaret.	Lloyd, Ethel J.	Marshall, Pearl Marie.
Kelly, Mary E.	Locke, Lillian Gladys.	Martin, Florence M.
Kelly, Nina.	Lockwood, Lillian.	Martin, Marjorie R.
Kelso, Bessie C.	Logan, Kathleen H.	Mason, Grace Elizabeth.
Kennedy, Katie Rosella.	Longland, Anna Elsie.	Mason, Ida Victoria.
Kennedy, Marguerite.	Loucks, Mary Helen.	Massie, Muriel.
Kenyon, Laura.	Louden, Nell E.	Masterson, Anna Lavearn.
Kerby, Matilda L.	Love, Rena Elizabeth.	Maude, Bernice Florence.
Kernohan, Valetta La May.	Lowes, Marjorie Bertha.	Mayhew, J. Isobel.
Kerr, Margaret Irene Isabel.	Lowry, Gertrude.	McAdam (James) Douglas.
Kerr, Violet M.	Lowry, Marjorie A.	McAsh, Eleanor.
Kerruish, Mona Haverwald.	Luard, Evelyn M.	McBride, William Hay.
Kerwin, Julia Anna.	Luckens, Ethel Eunice.	McBroom, Gladys.
Keys, Beulah Irene.	Luke, Florence M.	McCabe, Ella A.
Kidd, Beulah Belle.	Lundy, Louise H.	McCallum, Della Louise.
Kidd, Myrtle Almeda.	Lunn, Gladys A.	McCann, Ruby E.
Kidd, Rose L.	Luxon, Annie Margaret.	McCauley, Eva.
Kidney, Gertrude M.	Lyle, Margaret E.	McClelland, Emma E. L.
Kimmerly, Vera Muriel.		McClelland, Louisa A.
Kincaid, Selena G.		

## VII. Permanent Second Class Certificates.—Continued

- McColl, Jeannette.  
 McConaghy, Margaret E.  
 McCormick, Gladys A.  
 McCormick, Jane.  
 McCort, Eveline T.  
 McCuaig, Elizabeth M.  
 McCullough, Ella May.  
 McDermott, Helen Kathryn.  
 McDonald, Anna I.  
 McDougall, Agnes E.  
 McDowell, Ethel.  
 McDowell, Gladys.  
 McEachern, Katherine Anne.  
 McEachren, Bessie.  
 McFarlane, Helen J.  
 McGill, Ada Luella.  
 McGill, Edith M.  
 McGinness, Adelaide.  
 McGinnis, Stella Pearl  
 (Mrs.)  
 McGowan, Rebecca Dixon.  
 McGregor, Jessie M. (Sr. M.  
 St. Austin).  
 McGugan, Malena.  
 McHolm, Lila L.  
 McHugh, Elizabeth (Sr.  
 Ernestine).  
 McIroy, Marjorie Elsie.  
 McIntosh, Arlie J. A.  
 McIntyre, Marguerite.  
 McIntyre, Margaret I.  
 McIntyre, Marguerite A.  
 McKay, Ella I.  
 McKay, Lulu E.  
 McKechnie, Ethel H.  
 McKenzie, Ena.  
 McKeown, Evelyn.  
 McKibbin, Bessie Ethel.  
 McKibbin, Hazel I. (Mrs.).  
 McKim, Martha Elva.  
 McKnight, Ethel R.  
 McKnight, Maggie L.  
 McLaren, Alma Isabel.  
 McLaughlin, Flossie Gert-  
 rude.  
 McLean, Le Eden Vivian.  
 McLeish, Grace J.  
 McLeod, Norman.  
 McLuhan, Helen Marion.  
 McManus, Ada Lilian.  
 McMaster, Annie Marg't.  
 McMaster, Annie M.  
 McMillan, Ella Mary.  
 McMillan, Jennie E.  
 McMillan, Oral M.  
 McNabb, Agnes J. A.  
 McNair, Agnes I.  
 McNally, Hildegard Mary.  
 McNeill, Dorothy M.  
 McNeilly, Constance Kath-  
 leen.  
 McRae, Flossie M.  
 McRae, Jessie.  
 McRae, Pearl V.  
 McTavish, Jessie M.  
 McVannel, Grace M.  
 McVicar, Donald H.  
 McVicar, Winifred.  
 McWaters, Maurieta C.  
 Meek, Annie H. G.  
 Meek, Isobel.  
 Meiklejohn, Sylva Marie.  
 Mellish, Irene Lillian.  
 Merkley, Martha Ella.  
 Merkley, Melvina G.  
 Morrison, Mary Jane.  
 Metcalfe, Annie Pearl.  
 Meyer, Marcella (Sr. M.  
 Gabriel).  
 Middleton, Nettie Ella.  
 Millar, Bessie A.  
 Miller, Annie B.  
 Miller, Hazel G.  
 Miller, Mary Alice.  
 Miller, Maud.  
 Miller, Minnie Matilda.  
 Milner, Lauretta Marguerite.  
 Minns, Bruce R.  
 Minns, Lillian M.  
 Minter, Dorothy Marguerite.  
 Mitchell, E. Marguerite.  
 Mitchell, O. Bella.  
 Mitchell, Viola Janet.  
 Monteith, Beryle Elizabeth  
 Carlyle.  
 Monteith, Erma Mary.  
 Monteith, Louise.  
 Montgomery, Edythe Viola.  
 Montgomery, Ila L.  
 Moore, Edna Marion.  
 Moore, George Oliver Elgin.  
 Moore, Sadie Beatrice.  
 Moore, Violet M.  
 Moran, Mabel E.  
 Morgan, Violette M.  
 Morrison, Mae Agnes.  
 Morrison, Margaret Ann.  
 Morrison, Margaret M.  
 Mossey, Olive.  
 Mossop, Mildred.  
 Muir, Lottie.  
 Mulloy, Mary D.  
 Munro, Joseph Erle Red-  
 mond.  
 Munroe, Muriel D.  
 Murchison, Effie.  
 Murphy, Agnes.  
 Murphy, Helena Margaret.  
 Murphy, Mary A.  
 Murray, Adeline A.  
 Murray, Agnes Helena  
 Christie.  
 Murray, Bessie R.  
 Murray, Jessie Helen.  
 Murray, Lena D.  
 Murray, William C.  
 Muterer, Margaret.  
 Nablo, Pearl M.  
 Nairn, Laura I.  
 Nash, Eva May.  
 Needham, Ira James.  
 Neelin, Reta L.  
 Neely, Margaret E.  
 Nelson, Lela G.  
 Nelson, Lily May.  
 Nelson, Maccie M.  
 Newton, Wanda Mildred.  
 Ney, Arthur William.  
 Nichol, Martha J.  
 Nixon, Minnie Laurena.  
 Nixon, Rachel A.  
 Noonan, Mary Veronica.  
 Northey, Mabel Z.  
 Northey, Myrtle C.  
 Noxon, James B.  
 O'Brien, Alicia K.  
 O'Donoghue, Madeline A.  
 O'Hara Kathryn (Sr. M.  
 Sheila).  
 O'Hara, Stella M.  
 Olson, Emma Maria.  
 O'Meara, Jenny Margaret.  
 O'Neil, Sarah Vivian.  
 O'Neill, Dora Patricia.  
 Orchard, Dorothy E.  
 Orr, Stella.  
 O'Shaughnessy, Anastasia.  
 Ower, Hilda Young.  
 Ower, Hira MacT.  
 Pack, Mary O.  
 Paget, Clara Z. (Mrs.).  
 Palleck, Juliana E.  
 Park, Mary I.  
 Park, Vera Leila.  
 Parks, Muriel.  
 Parks, Victoria G.  
 Parliament, Florence W.  
 Parr, Evelyn.  
 Parrott, Minerva Luella.  
 Parsons, Reginald.  
 Partridge, Celia.  
 Paterson, Kathryn Sherwood.  
 Patterson, Annie.  
 Patterson, Pearl Elizabeth.  
 Patton, Tillie A.  
 Paxton, Eunice Marion.  
 Payne, Minnie J.  
 Peacock, Olive Mildred.  
 Pearson, Valetta I.  
 Pearson, Vernie Irene.  
 Penner, May.  
 Peria, Annie M.  
 Perry, Phyllis Marian.  
 Perryman, Olive Jean.  
 Person, William J.  
 Peters, Margaret E. A.  
 Peterson, Mary E. (Mrs.).  
 Petty, Selina Grace.  
 Phalen, Anna A.  
 Phelps, Lois E.  
 Philip, Nellie Bryce.  
 Pickering, Edna V.  
 Pigott, Martina Genevieve.  
 Pinder, Edna Myrtle.  
 Pinkney, Alma F.  
 Playfair, Marion Elizabeth.  
 Plewes, Ida Maude.  
 Poapst, Beryl.



## VII. Permanent Second Class Certificates.—Continued

Pollock, Ruby E.	Scammell, Florence J.	Speers, Mildred.
Porteous, Alma J.	Scharf, Elisha Forrest.	Speight, Rossa.
Potter, Clara G.	Scheiffe, Hilda Emily.	Spence, Josepha G.
Price, Annie Alberta.	Schmidt, Nelda.	Spence Margaret.
Prouse, Dorothea Elizabeth.	Schofield, Mary Melissa.	Spragge, Doris L.
Purdy, Dessie M.	Schofield, Margaret Azore.	Stalker, Mary S.
Quesnel, Louise.	Schram, Georgia Donalda.	Standing, Vera.
Quin, Mary M.	Scruton, Muriel Fern.	Stephens, Llewellyn Earle
Rathwell, Loreto.	Seabrook, Mary Verona.	Roy.
Rayburn, Sadie Belle.	Seavey, Marjorie G.	Stephenson, Florence G. B.
Real, Bernadette (Sr. M. F.	Secor, Edith Roselia.	Stevenson, Lottie Beryl.
Clare).	Secord, Laura Blanche.	Steward, Mary.
Redmond, Violet E.	Shanahan, Anna V.	Stewart, Florence I.
Reed, Gladys Emma.	Shane, Gladys Jean.	Stewart, Gladys.
Reid, Clara G.	Shannette, Jennie Eleanor.	Stewart, Gordon Lachlan.
Reid, Cora B.	Shannon, Elizabeth.	Stewart, Muriel A.
Revell, Lillian I.	Sharpe, Mary Beatrice.	Stewart, Ruth M.
Richmond, Edna M.	Sharpe, Violet.	Steckle, Ellen.
Richmond, Lillian K.	Sheane, Mary Ruth.	Stickney, Alma Ruby.
Riddell, Jean M.	Sheffield, Miriam.	Stinson, Blanche Wilhel-
Riddell, Vera Isabel.	Sheppard, Laura L.	mine.
Rintoul, Olive M.	Shiels, Margaret.	Stinson, Elsie C.
Risdiil, Harriet A.	Shipman, Blanche M.	Stinson, Greta M.
Ritchie, Thomas Harold A.	Shortt, Margaret G.	Stirtzinger, Ina L.
Roach, Iva.	Shufelt, Canzadia Louise.	Stonehouse, Margery Law-
Roadhouse, Olive E.	Shunk, Hazel Irene.	rence.
Robb, Marion A.	Shuttleworth, Elsie A.	Story, Helen M.
Robb, Mildred J.	Siegner, Gertrude.	Stothers, Rae J.
Robb, Minnie W.	Silcox, Blanche I.	Strachan, Dorothy.
Roberts, Eva Winniford.	Simons, Agnes S. M.	Strickland, Agnes.
Roberts, Sarah Luella.	Simpson, Edythe Mae.	Stringer, Mary J.
Robertson, Ethel V.	Simpson, Greta Rose.	Stroh, Annie Ellen.
Robertson, Elsie Christina.	Sims, Alice Elizabeth.	Strunk, Eleanor (Sr. M.
Robertson, May.	Sims, Edna.	Jerome).
Robins, Merle Louise.	Sims, Mildred L.	Sturgeon, Eliza Marguerite.
Robinson, Annie T.	Sims, Rita.	Sullivan, Annie C.
Robinson, Bertha A.	Simson, Margaret Melrose.	Sullivan, Patricia.
Robinson, Ethel M.	Singleton, Marion Emma.	Sumler, Marjorie Helen.
Robinson, Greta O.	Sisson, Mildred	Sutherland, Georgina Freder-
Robinson, Helen Elizabeth.	Skilling, Norma A.	icka.
Robinson, Jean I.	Skippon, Elva Dixon.	Sutherland, Nina C.
Roche, Ruby E.	Slade, Edna Gertrude.	Sutton, Mary Isabel.
Rodaway, Helen.	Sliter, Lottie M.	Swain, Margaret Anetta.
Rogers, Ethel A.	Sloan, Hazel M.	Swayze, Madeleine Vera.
Rogers, Gertrude.	Sloan, Mary H.	Swayze, Violet Ann.
Rogers, Gladys M.	Smart, Agnes Belle.	Sweetnam, Herbert Carman.
Rorke, Elda J.	Smiley, Rose Evelyn.	Swetman, Elizabeth Kathleen.
Ross, Esther Jane.	Smith, Dorothy F.	Switzer, Edna Alice.
Ross, Hilda M. G.	Smith, Eileen Ross.	Switzer, Melva Hattie.
Ross, Kathleen Mildred	Smith, Ethel.	Syer, Isobel Beatrice.
(Mrs.).	Smith, Greta J.	Tait, Olga Marguerite.
Ross, Lulu.	Smith, Hazel B.	Tate, Emily Elizabeth.
Rothwell, Martha Alice.	Smith, Jennettie Rowena.	Tate, Harry Elgin.
Rowan, Ada Pearl.	Smith, Lavina V.	Taylor, Ella M.
Rowan, Lila M.	Smith, Lottie J.	Taylor, Florence A.
Rudolph, Cecil Reuben.	Smith, Ruby.	Taylor, Hazel L.
Russell, Elva I.	Smith, Ruth M.	Teasdale, Linda.
Russell, Ethel B.	Smith, William Everton.	Terry, Melba F.
Rutherford, Eva M.	Smithson, Daisie A.	Teskey, Elsie Maud.
Rutherford, Margaret T.	Snelgrove, Winifred V.	Theaker, Edith Sarah.
Ruttan, Minnie Elva.	Somers, Irene M.	Thomas, Frances E.
Ryder, Eileen May.	Somerville, Eva Henderson.	Thompson, Gladys Robina.
Ryley, Alice Elizabeth.	Sotheran, Ruth Evelyn	Thompson, Mona B.
Rymal, Hilda B.	Strathy.	Thompson, Pauline Ardens.
Sandham, Erie L.	Southern, Sadie E.	Thompson, Susie Hurst.
Sarjeant, Ruby Maurine.	Sparks, Helen Esther.	Thompson, Agnes H.

### VII. Permanent Second Class Certificates.—Continued

Thomson, Barbara I.	Wade, Beatrice S.	Whalen, Anne (Sr. M. Rose of Viterbo).
Thomson, Marguerite.	Wahl, Edith.	White, Florence M.
Thorburn, Daisy A.	Waite, Gladys.	White, Harriet U.
Thorne, Zella E.	Walker, Edith E.	White, William E.
Tieman, Emma Pearl.	Walker, Gwyneth Evelyn.	Whitelock, Sarah Elizabeth.
Tiffin, Valetta M.	Walling, Viola M.	Whitfield, Lydia.
Tinkess, Bertha G.	Wallington, Mabel Fern.	Whitman, Grace Eva.
Tobin, Ella G.	Walpole, Mabel F.	Widmayer, Meata D. E.
Tobin, Mary Theresa.	Walsh, Callista Kathleen.	Wight, Mabel Loretta.
Todd, Beatrice Elizabeth.	Walters, Grace.	Wilkin, Lena Edna.
Tolton, Anna May.	Wanless, Isabel C.	Williams, Lenora E.
Toohey, Mary C.	Ward, Mary Evelyn.	Williams, Luella K.
Tooke, Maggie.	Ward, Myra Olive.	Williams, Rosslyn F.
Traver, Nellie M.	Warden, N. (Mrs.).	Williamson, Ethel May.
Travis, Ruth.	Warnica, Mabel Ethel.	Williamson, Stella V.
Tuck, Gladys E.	Warnock, M. Lena.	Willson, Minnie Loreen.
Tuck, Margeretta E. A.	Warren, Leafa I.	Wilson, Annie Muriel.
Tuck, Rosa E.	Watson, Eloise M.	Wilson, Evelyn M.
Tufts, Edith M.	Watson, Emily G.	Wilson, Lelond D.
Tummon, Bertha.	Watters, Katie (Sr. M. St. Bride).	Wilson, Mary Evelyn.
Tunney, Ann Caecelia.	Wannamaker, Ruth C.	Wilson, Muriel I.
Turner, Annie Gertrude.	Weaver, Meroe Adelaide.	Wilson, Winifred I.
Turner, Margaret Esther.	Weber, Lillian Ladysmith.	Winhold, Erna.
Tweddle, Helen Richardson.	Webster, Amy L.	Wittet, Bessie M.
Twietmeyer, Gertrude.	Webster, Mary.	Wood, Gladys Margaret.
Upton, Merrell Agnes.	Webster, Ruby Luella.	Woodhall, Anna L.
Uren, Sadie E.	Weiler, Marie.	Woodhouse, Elizabeth A.
Urquhart, Cassie.	Wells, Blanche I.	Wright, Margaret Thorburn.
VanCamp, Adessa M.	Wells, Dorothy B.	Wright, Wilhelmina I.
Van de Water, Otha.	Welsh, Catherine B.	Wyatt, Sadie H.
Van Horne, Grace.	Welsh, Susie E.	Yeomans, Olive A.
Van Sickle, Gladys R.	Wenzel, Grace A.	Young, Winifred C.
Waddell, Norma C.	Westman, Marjorie.	Yuill, Percy W. T.
Waddell, Wilfrid H.		
Waddick, Marie V.		

### VIII. Permanent Kindergarten-Primary Certificates

Brown, Hilda C.	Howson, Helen.	Rieder, May.
Carter, Imogen M.	Ireland, Helen R.	Robinson, Muriel.
Cook, Elizabeth S.	Keeler, Helen M.	Rush, Lillian H.
Flater, Marjorie.	Limin, Freda S.	Teasdall, Mary E.
Fleming, Lillian.	McLean, Mary I.	Tighe, Marion C.
Gillespie, Ada F.	McQueen, Sadie C.	Woolley, Helen J.
Harvey, Anna V.	Richardson, Ethel M.	

### IX. Permanent Kindergarten Directors' Certificates

Armstrong, Louise.	McFarlane, Jean.	Scott, Alice M.
Chamberlain, Mamie A. V.	Muller, Rhoda A.	Wade, Ruth A.
Gillrie, Alma M.	Rowntree, Marjory.	Watson, Myrtle E.
MacKenzie, Verna M.		

### X. Manual Training Certificates

#### *Permanent Ordinary.*

Ellis, Victor A.	Medcof, John D.
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#### *Permanent Specialist.*

Gee, John A.	White, Samuel R.
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### XI. Household Science Certificates

#### *Permanent Ordinary.*

Cockburn, Marguerite L.	Johnson, Marjorie M.	Pilkey, Helene M. B.
Culver, Clara C.	Kennedy, Catherine A.	Scott, Mary N.
Glasgow, Marion I.	Learoyd, Alma M.	Sinclair Mae L.
Graham, Grace E.		

#### *Permanent Specialist.*

Clerke, Mary E., B.A.	Kendall, Sybel M., B.A.
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## XII. Professional Certificates, 1920

	No. of Candidates	Extra Mural Students	High School Permanent Certificates	High School Interim Certificates	Permanent Provincial First Class Certificates	Interim First Class Certificates	Permanent Second Class Certificates	Interim Second Class Certificates	Limited Third Class Certificates, valid for five years	District Certificates, valid for one or two years	Extended District Certificates (Academic Course)	Total number of Certificates
Faculties of Education....	399	56	.....	114	.....	197	.....	58	.....	.....	.....	369
Normal Schools.....	1205	152	.....	.....	.....	.....	.....	1150	89	.....	.....	1239
Autumn Model Schools ...	62	10	.....	.....	.....	.....	.....	.....	69	1	.....	70
English-French Model Schools.....	123	3	.....	.....	.....	.....	.....	.....	50	.....	.....	50
Summer Model Schools ..	270	4	.....	.....	.....	.....	.....	.....	*58	118	84	260
Certificates issued on <i>pro tanto</i> standing .....	.....	.....	.....	.....	.....	.....	.....	9	12	.....	.....	21
†Interim First Class Certificates, issued on reaching 20 years of age.....	53	.....	.....	.....	.....	53	.....	.....	.....	.....	.....	53
Interim Certificates made permanent .....	.....	.....	198	.....	179	.....	1165	.....	.....	.....	.....	1542
Total number of newly certificated teachers....	.....	.....	.....	114	.....	197	.....	1217	220	119	.....	1867

\*These previously held District Certificates.

†These previously held Interim II Class Certificates.

## Household Science

Number of Interim Ordinary Certificates .....	27
Number of Interim Specialist Certificates.....	2
Number of Permanent Ordinary Certificates.....	10
Number of Permanent Specialist Certificates.....	2

## Manual Training

Number of Interim Ordinary Certificates .....	35
Number of Interim Specialist Certificates.....	3
Number of Permanent Ordinary Certificates.....	2
Number of Permanent Intermediate Certificates.....	0
Number of Permanent Specialist Certificates .....	2

## Kindergarten Certificates

Number of Interim Kindergarten-Primary Certificates.....	23
Number of Permanent Kindergarten-Primary Certificates.....	20
Number of Kindergarten Directors' Certificates.....	10

## Physical Culture Certificates

Number of Interim Elementary Physical Culture Certificates (Faculty of Education)	88
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## Summer School Certificates

Elementary Agriculture and Horticulture (Interim) .....	187	Elementary Commercial Subjects (Interim) ..	5
Intermediate Agriculture and Horticulture (Interim) .....	25	Specialists in Commercial Subjects (Interim) ..	2
Intermediate Agriculture and Horticulture (Permanent) .....	8	Farm Mechanics (Interim) .....	7
Elementary Art (Interim) .....	82	Elementary Household Science .....	33
Supervisors in Art (Interim) .....	21	Kindergarten-Primary (Interim) .....	65
Specialists in Art (Interim) .....	27	Elementary Manual Training (Interim) ..	11
Auxiliary Classes (Interim) .....	4	Elementary Vocal Music (Interim) .....	51
		Supervisors in Vocal Music (Interim) .....	12
		Elementary Physical Culture (Interim) ..	52
		Supervisors in Physical Culture (Interim) ..	75
		Specialists in Physical Culture (Interim) ..	43

NOTE—In addition to the above, twenty-five Interim Certificates in Elementary Physical Culture were granted on *pro tanto* standing.

## XIII. Temporary Certificates Issued in 1920

Inspectorates	Number during 1st half year	Number during 2nd half year	Inspectorates	Number during 1st half year	Number during 2nd half year
Brant and Norfolk, N. ....	3	1	Renfrew, S. ....	4	7
Bruce, E. ....	5	6	Simcoe, E. ....	3	1
Carleton, E. ....	4	4	Simcoe, N. ....	2	1
Carleton, W. & Lanark, E. ....	13	26	Simcoe, S. ....	4	.....
Dufferin .....	3	.....	Stormont .....	1	.....
Dundas .....	.....	2	Victoria, W. ....	5	3
Elgin, E. ....	1	.....	Waterloo, S (No. 2) .....	1	.....
Essex, S. ....	3	.....	Welland, N. ....	1	.....
Frontenac, N. & Addington. ....	20	50	Wellington, S. ....	1	.....
Frontenac, S. ....	14	19	York, E. ....	1	.....
Glengarry .....	3	4	York, N. ....	2	1
Grey, E. ....	1	4	York, W. ....	1	.....
Grey, S. ....	.....	1			
Grey, W. ....	4	5	District Divisions:		
Haldimand .....	1	1	No. I .....	9	11
Hastings, Centre .....	5	4	No. II .....	1	.....
Hastings, N. ....	5	8	No. III .....	10	6
Hastings, S. ....	3	4	No. IV .....	6	9
Kent, W. ....	4	.....	No. V .....	2	2
Lambton, W. (No 1) .....	2	.....	No. VI .....	24	25
Lanark, W. ....	12	16	No. VII .....	9	12
Leeds and Grenville, No. 1. ....	6	1	No. VIII .....	9	14
Leeds and Grenville, No. 2. ....	.....	4	No. IX .....	9	19
Leeds and Grenville, No. 3. ....	7	14	No. X .....	10	13
Lennox .....	6	21	No. XI .....	14	13
Lincoln .....	1	.....	No. XII .....	9	29
Middlesex, E. ....	1	.....	No. XIII .....	2	.....
Middlesex, W. ....	1	.....			
Norfolk .....	2	1	English-French Divisions:		
Northumberland & Durham			No. IA .....	2	15
West, No. 1 .....	3	1	No. IIA .....	16	14
East, No. 3 .....	2	6	No. IB .....	2	3
Ontario, N. ....	1	1	No. IIB .....	9	.....
Ontario, S. ....	2	2			
Oxford, S. ....	2	.....	R.C. Separate Sch. Divisions		
Peterborough, E. ....	10	16	No. I .....	2	2
Peterborough, W., and Victoria, E. ....	4	.....	No. III .....	1	2
Prescott and Russell .....	9	34	No. IV .....	2	4
Prince Edward .....	1	3	No. V .....	17	42
Renfrew, N. ....	3	4	No. VI .....	1	9
			Totals .....	359	520

## APPENDIX U

### ORDERS-IN-COUNCIL

Miss Louise F. C. Brill appointed Clerk and Stenographer to Dr. J. B. McDougall, Assistant Chief Public and Separate School Inspector, North Bay. Approved 7th Jan., 1920.

"Middle and Upper School Examinations, 1920" and "Matriculation Examinations, 1920," as contained in Circulars No. 43 and No. 44. Approved 8th Jan.

Agreements with The Copp Clark Company, Limited, respecting the right to print, publish and supply the Ontario Public School Composition and Grammar, and the Ontario High School English Composition for use in the schools of Ontario. Approved 20th Jan.

Mrs. Margaret McKay Sebben appointed Secretary of the Stratford Normal School. Approved 20th Jan.

Agreement with the Macmillan Company of Canada, Limited, respecting the right to print, publish and supply the Ontario Public School History of Canada, and the Ontario Public School History of England, bound in a single volume for use in the schools of Ontario. Approved 27th Jan.

James Sweet appointed teamster at the Ontario School for the Deaf. Approved 27th Jan.

Regulations regarding special provisions for Manual Training and Household Science in rural and village Public and Separate Schools as contained on page 53 of the Amendments to the Regulations of 1918, further amended. Approved 4th Feb.

Agreement with the Macmillan Company of Canada, Limited, respecting the right to print, publish and supply the Ontario High School Physical Geography for use in the schools of Ontario. Approved 20th Feb.

Agreement with The Copp Clark Company, Limited, respecting the right to print, publish and supply the Ontario High School Geometry for use in the schools of Ontario. Approved 20th Feb.

Frank Stewart Rutherford appointed Organizer for the Industrial and Technical Education Branch of the Department. Approved 26th Feb.

Miss Muriel V. Lowry appointed School Nurse of the Department of Education. Approved 2nd March.

Junior High School Entrance and Junior Public School Graduation Diploma examinations and instructions as contained in Examination Circular 87, 1920. Approved 2nd March.

Dr. Harriet McMillan Cockburn appointed Medical Inspection Officer. Approved 3rd March.

Miss Sarah E. Scholefield appointed Nurse in the School for the Blind. Approved 9th March.

Memorandum respecting academic standing for High School Assistants' Certificates, ordinary and specialists. Approved 12th March.

Department and Matriculation Examinations, 1920, as referred to in Circular 44A. Approved 23rd March.

Midsummer examinations, 1919, reports of the associate examiners *re* the character of the candidates' answers and the teaching of the subjects, as contained in Circular 66. Approved 27th March.

Miss E. K. Ballard appointed Secretary of the North Bay Normal School. Approved 30th March.

Miss Gladys Dix, B.A., appointed Secretary and Stenographer to the Deputy Minister of Education. Approved 7th April.

Junior High School Entrance and Junior Public School Examinations, 1920, as contained in Circular 57. Approved 9th April.

Miss Elsie McKim appointed Organizer in the Industrial and Technical Branch of the Department of Education. Approved 22nd April.

Ernest Norgate appointed Engineer at the Ontario School for the Deaf. Approved 26th April.

Empire Day Pamphlet of 1920, entitled "Canadian Citizenship." Approved 4th May.

Revised Edition of Manual Training Manual as printed in 1920. Approved 4th May.

James Scanlon appointed Inspector of English-French Schools. Approved 14th May.

High School established in village of Norwich. Approved 14th May.

Vincent Quarry, B.A., appointed Inspector of Separate Schools. Approved 18th May.

"General announcement of Summer Courses for Teachers, 1920," as contained in Circular 35. Approved 18th May.

Regulations and Courses for the Summer School for School Nurses. Adopted 20th May.

Daniel J. Doyle appointed Fireman at the Ontario School for the Blind. Approved 2nd June.

Text-book Regulations as contained in Circular 14 and the particulars regarding the Departmental Examinations of 1921, as contained in Circular 58. Approved 10th June.

Special list of schools made in accordance with the provisions of regulations 1 (1) (b) and (1) (4) of Circular 30½, and as contained in Examination Circular 142. Approved 10th June.

Industrial Schools Amendment Act, 1920, to be in force on, from and after 10th June, 1920. Approved 10th June.

Regulations re Summer Courses amended. Approved 10th June.

Regulations, Courses of Study and Examinations of the Autumn Model Schools, 1920, as contained in Circular 4. Approved 14th June.

Instructions to School Inspectors re grants to Public and Separate Schools of the Districts as contained in Instructions 13, and the syllabus of Summer Courses for Teachers, as contained in Circulars 35B, 35C, and 35D. Approved 15th June.

George Whitelaw appointed Special Clerk in the Technical Education Branch of the Department. Approved 18th June.

"New conditions affecting Continuation Schools," as contained in circular of 2nd June, Instructions to School Inspectors re grants to Public and Separate Schools of the counties as contained in Instructions 12; Normal School Regulations and Courses for session 1920-21, Summer Model School Regulations and Courses, 1920, as contained in Circular 4B, and Summer Courses for 1920 for Teachers' Certificates, as contained in Circular 35A, 35E, 35F, and 35G. Approved 28th June.

G. E. Pentland, M.A., appointed District School Inspector for Northern Ontario. Approved 28th June.

Provisions of Circular 19 rescinded and a High School Entrance Revising Board to be selected from Departmental Inspectors. Approved 30th June.



Concerning the coming into force of the Act respecting the School Attendance of Adolescents. Approved 13th July.

Miss B. A. Wilson and Miss S. E. Ward appointed to the teaching staff of the Ontario School for the Deaf. Approved 27th July.

Summer Courses for 1920 for Teachers' Certificates, as contained in Circulars 35H and 35I, and Courses for the English-French Model Schools for 1920-21, as contained in Circular 4½. Approved 27th July.

Miss V. G. Bradly appointed Teacher in the Ontario School for the Deaf. Approved 3rd August.

Miss Helena Lunn appointed School Nurse. Approved 11th August.

Joseph Bechard, B.A., appointed First Assistant on the staff of the Sturgeon Falls English-French Training School. Approved 11th August.

Joseph Lapensee, B.A., appointed Inspector of English-French Schools. Approved 19th August.

Regulations re the Qualifications of holders of First Class Certificates. Approved 24th August.

Miss E. Jean Howell appointed Music Teacher in the Ontario School for the Blind. Approved 31st August.

Examination Circular 44A amended by the addition of Clause 13. Approved 31st August.

Miss A. B. Schofield appointed Domestic Science Teacher and Assistant Matron at the Ontario School for the Deaf. Approved 7th Sept.

Certain temporary appointments made permanent. Approved 7th Sept.

Regulations and Courses of Study of the Normal Schools for First Class Certificates, Session 1920-21. Approved 10th Sept.

A. W. McGuire appointed Assistant Master in the Ottawa Normal Model School. Approved 10th Sept.

Examination Regulations 5 (2), page 41 of the Amendments, amended. Approved 14th Sept.

Dr. S. B. Sinclair appointed Special Lecturer and Inspector of Auxiliary Classes. Approved 17th Sept.

David W. Scott appointed Farmer and Gardener at the School for the Blind. Approved 21st Sept.

Mrs. Muriel G. Sinclair appointed Department Teacher at the Hamilton Normal School. Approved 22nd Sept.

A. J. Park appointed Instructor in Writing at the Hamilton Normal School. Approved 1st October.

Miss M. Lee, Trained Nurse, appointed to the staff in charge of the Medical and Dental Survey of the Schools. Approved 1st October.

Walter Rochett appointed Porter and Messenger at the School for the Blind. Approved 1st October.

John C. Jordan appointed Teacher in the Toronto Normal Model School. Approved 1st October.

G. S. Johnson, B.A., appointed Principal of the Northern Academy, Monteith. Approved 1st October.

John A. Bannister, B.A., appointed English Master at the North Bay Normal School. Approved 5th October.

Miss E. Hunt appointed School Nurse. Approved 5th October.

Agreement with The Copp Clark Company, Limited, respecting the right to print, publish and supply the Ontario Teachers' Manual in Primary Reading. Approved 5th October.

Hilliary B. Tindall appointed Boys' Supervisor at the School for the Blind. Approved 6th October.

Regulations respecting the control and administration of the Northern Academy, Monteith. Approved 12th October.

Agreement with the T. Eaton Company, Limited, respecting the right to print, publish and supply the Ontario Public School Arithmetic. Approved 20th October.

Dr. Chant, of Belleville, appointed Oculist and Aurist in connection with the School for the Deaf. Approved 27th October.

Certain temporary appointments made permanent. Approved 27th October.

P. W. Brown, B.A., appointed District Public School Inspector. Approved 27th October.

Mr. C. F. Lewis appointed Fireman at School for the Blind. Approved 29th October.

F. I. Wharram appointed Engineer at the North Bay Normal School. Approved 4th Nov.

Miss Alice McGlashen appointed Clerk-Stenographer in the Department of Education. Approved 5th Nov.

Miss D. E. Ross appointed Assistant in the Northern Academy, Monteith. Approved 8th Nov.

Members of Board of Examiners for Departmental Middle and Upper School and Matriculation Examinations for 1920-21, appointed. Approved 16th Nov.

Members of the Supervising Board of Examiners for 1920-21 appointed. Approved 16th Nov.

Dr. John T. Phair appointed Chief School Medical Officer. Approved 7th December.

Harry Johnson appointed Caretaker of the Northern Academy. Approved 16th Dec.

Dr. Annabel McEwen appointed Matron and Medical Officer in the Northern Academy. Approved 16th Dec.

Regulations and Courses in Elementary Agriculture and Horticulture, as contained in Circular 13, amended. Approved 20th Dec.

Special provisions for Manual Training and Household Science, as contained in the amendment to the regulations as issued in Circular 34, amended. Approved 22nd Dec.

Miss M. W. Cronk appointed Assistant Teacher in the Northern Academy. Approved 22nd Dec.

N. Stout and N. Doran, Firemen, Thos. Scout, Assistant Engineer, and C. J. Peppin, Engineer, appointed to the staff of the School for the Deaf. Approved 30th Dec.

Dr. F. J. Conboy appointed Chief School Dental Officer. Approved 30th Dec.

Miss E. J. Jamieson appointed Chief School Nurse. Approved 30th Dec.

## APPENDIX V

## PROVINCIAL NORMAL AND MODEL SCHOOLS

## I. Normal School, Hamilton

Staff, January, 1921.

F. F. Macpherson, B.A.	Principal: English History, Reading and French.
E. T. Seaton, B.A. Pæd.	Master: Mathematics and School Management.
G. O. McMillan, M.A., B.Pæd.	Master: Science, Nature Study and Agriculture.
Harold E. Amoss, B.A., D.Pæd.	Master: Science of Education, Geography and Hygiene.
H. G. Lockett, M.A.	Master: Composition, Grammar, Spelling and Latin.
A. J. Painter	Instructor: Manual Training.
Julien R. Seavey	Instructor: Art.
Miss Clara E. Elliott	Instructor: Household Economics.
H. A. Stares, Mus. Bac.	Instructor: Music.
A. J. Park	Instructor: Writing.
Miss Beatrice Allan	Librarian.

Students admitted, Session 1920-1921

Male	(I Class, 2 ; II Class, 11)	13
Female	(I Class, 26 ; II Class, 145)	171
Total		184

## II. Normal School, London

Staff, January, 1921.

John Dearness, M.A.	Principal: School Management and Science,
A. Stevenson, B.A., B.Pæd.	Master: Science of Education and Literature
E. T. White, B.A., B.Pæd.	Master: Mathematics and History.
G. W. Hofferd, M.A., B.Pæd.	Master: Science and Geography.
T. E. Clarke, B.A., B.Pæd.	Master: English.
Sugden Pickles	Instructor: Manual Training.
S. K. Davidson	Instructor: Art.
Miss A. B. Neville	Instructor: Household Economics.
C. E. Percy	Instructor: Music.
Albert Statter	Instructor: Physical Culture.
J. W. Westervelt	Instructor: Writing.
Miss L. Gahan	Librarian.

Students admitted, Session, 1920-1921

Male	(I Class, 2 ; II Class, 9)	11
Female	(I Class, 26 ; II Class, 178)	204
Total		215

## III. Normal School, North Bay

Staff, January, 1921

A. C. Casselman	Principal: History, Reading and Geography.
J. C. Norris, M.A., B.Pæd.	Master: Mathematics, School Management, and Science of Education.
J. A. Bannister, B.A.	Master: Composition, Grammar, and Literature.
H. E. Ricker, M.A.	Master: Science, Nature Study, and Agriculture.
J. E. Chambers	Instructor: Manual Training, and Writing.
C. Ramsay	Instructor: Art.
Miss Mayne C. Kay	Instructor: Household Economics.
Herbert Wildgust, L.L.C.M.	Instructor: Music.

Students admitted, Session, 1920-1921

Male	7
Female	109
Total	116



## IV. Normal School, Ottawa

## 1. Staff, January, 1921

J. F. White, LL.D.	Principal : School Management and English.
W. J. Karr, B.A., D.Pæd.	Master : Science of Education and English.
J. D. Campbell, B.A.	Master : Mathematics, History, and Hygiene.
G. A. Miller, M.A.	Master : Science and Nature Study.
F. A. Jones, M.A., D.Pæd.	Master : Grammar, Geography, and History of Education
J. S. Harterre	Instructor : Manual Training.
Roy F. Fleming	Instructor : Art.
Miss C. E. Green	Instructor : Household Economics.
Miss M. G. McEwen	Instructor : Household Economics.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.
Geo. E. Mabey, B.A.	Instructor : Classics to I Class students.
J. M. Fleury	Instructor : Moderns to I Class students.
C. J. Logan	Instructor : Writing
E. Laura Argue, B.A.	Librarian.

## Students admitted, Session, 1920-1921

Male	(I Class, 1 ; II Class, 10)	11
Female	(I Class, 11 ; II Class, 163)	174
Total		185

## 2. Staff of Normal Model School, Ottawa, January, 1921

C. E. Mark, B.A., D.Pæd.	Headmaster, V Form, Boys and Girls.
H. M. Leppard, B.A.	IV Form, Boys, Sr.
A. W. McGuire, B.A.	IV Form, Boys, Jr.
Miss A. M. Delaney	III Form, Boys.
Miss Rose Lynch	II Form, Boys.
Miss Elsie Sherin	I Form, Boys.
Miss A. G. Hanahoe	IV Form, Girls.
Miss J. Foster	III Form, Girls.
Miss E. Cluff, B.A.	II Form, Girls.
Miss M. R. Elliott	I Form, Girls.
Miss Lillias M. Henderson	Kindergarten-Primary.
Miss A. H. Baker	Kindergarten Directress.
Miss Gladys McClenaghan	Kindergarten Assistant.
J. S. Harterre	Instructor : Manual Training.
Roy F. Fleming	Instructor : Art.
Miss M. G. McEwen	Instructor : Household Economics.
T. A. Brown	Instructor : Music.
C. Emery	Instructor : Physical Culture.
J. M. Fleury	Instructor : French.

Number of pupils, 1920	350
Number of Kindergarten pupils, 1920	40
Total	390

## V. Normal School, Peterborough

## Staff, January, 1921

Duncan Walker, B.A.	Principal : Mathematics and School Management.
Henry G. Park, B.A., D.Pæd.	Master : Science of Education and English.
Adrian Macdonald, M.A.	Master : English.
Alonzo J. Madill, B.A.	Master : Science and Agriculture.
Elmer E. Ingall, B.A.	Master : History and Geography.
A. F. Hagerman	Instructor : Manual Training.
Miss Jessie C. McRae	Instructor : Art.
Miss Elizabeth MacVannell	Instructor : Household Economics.
Miss Marion R. Rannie	Instructor : Music and Physical Culture.
John A. McKone	Instructor : Writing.
Miss Effie M. Munro	Librarian.

## Students admitted, Session 1920-1921

Male	13
Female	137
Total	150

## VI. Normal School, Stratford

Staff, January, 1921

S. Silcox, B.A., D.Pæd.....	Principal: Science of Education, and Spelling.
J. W. Emery, B.A., D. Pæd.....	Master: Science, Nature Study and Agriculture.
J. W. Forbes B.A. ....	Master: Mathematics, School Management.
H. G. Martyn, B.A. ....	Master: Grammar, Literature and Reading.
H. G. Manning, B.A. ....	Master: Composition, Geography, and History.
Sugden Pickles.....	Instructor: Manual Training.
Mrs. Helen Mayberry.....	Instructor: Art.
Miss F. McNally, B.Sc.....	Instructor: Household Economics, and Hygiene.
J. Bottomley, A.R.C.O. ....	Instructor: Music.
Miss E. M. Cottle.....	Instructor: Physical Culture, and Writing.
Miss A. J. Johnson.....	Librarian.

Students admitted, Session 1920-1921

Male .....	13
Female.....	189
Total.....	202

## VII. Normal School, Toronto

1. Staff, January, 1921

S. J. Radcliffe, B.A. ....	Principal: School Management and Literature.
Wm. Prendergast, B.A., B.Pæd.....	Master: Mathematics and History of Education.
David Whyte, B.A. ....	Master: Science and Agriculture.
R. H. Walks, B.A. ....	Master: English.
S. J. Keyes, B.A., B.Pæd. ....	Master: Science of Education and Reading.
S. J. Stubbs, B.A. ....	Master: Grammar and Geography.
Miss Mary E. Macintyre.....	Instructor: Kindergarten Principles.
Miss Ellen Cody .....	Instructor: Kindergarten Assistant.
Jas. H. Wilkinson.....	Instructor: Manual Training.
Miss A. Auta Powell .....	Instructor: Art.
Miss Nina A. Ewing .....	Instructor: Household Economics.
Miss Gladys M. Breed .....	Instructor: Household Economics.
A. T. Cringan, Mus. Bac.....	Instructor: Music.
Miss Miriam Thompson.....	Pianist.
Mrs. Jean Somers.....	Instructor: Calisthenics.
Capt. E. H. Price, S. of M. ....	Instructor: Drill.
A. F. Hare .....	Instructor: Writing.
Mrs. M. W. Brown.....	Instructor: Reading.
Miss Jean Merchant.....	Librarian.

Students admitted, Session 1920-1921

Male .....(I Class, 14; II Class, 11) .....	25
Female.....(I Class, 43; II Class, 167).....	210
	—235
Kindergarten-Primary Students.....	41
Total.....	276

## 2. Staff of Normal Model School, Toronto, January, 1921

Milton A. Sorsoleil, B.A. ....	Head Master.
Miss M. K. Caulfeild .....	First Female Assistant.
Thornton Mustard .....	First Male Assistant.
Miss A. F. Laven .....	Assistant.
Francis M. McCordie .....	Assistant.
Miss C. E. Kniseley .....	Assistant.
John E. Montgomery, B.A. ....	Assistant.
Miss Jessie I. Cross .....	Assistant.
John C. Jordan .....	Assistant.
Miss Isabella Richardson .....	Assistant.
Miss Alice A. Harding .....	Assistant.
Miss Lillian B. Harding .....	Kindergarten-Primary.
Miss Mary E. Macintyre .....	Kindergarten Directress.
Miss Ellen Cody .....	Kindergarten Assistant.
Jas. H. Wilkinson .....	Instructor: Manual Training.
Miss A. Auta Powell .....	Instructor: Art.
Miss Nina A. Ewing .....	Instructor: Household Economics.
Miss Gladys M. Breed .....	Instructor: Household Economics.
A. T. Cringan, Mus. Bac. ....	Instructor: Music.
Miss Miriam Thompson .....	Pianist.
Mrs. Jean Somers .....	Instructor: Calisthenics.
Capt. E. H. Price, S. of M. ....	Instructor: Drill.
Mrs. G. de Lestard .....	Instructor: French.

Number of pupils in 1920 .....	458
Number of Kindergarten pupils in 1920 .....	40

Total..... 498

## VIII. Summary of Attendance at the Normal Schools

Normal Schools	I Class		II Class		Totals		Grand Totals
	Male	Female	Male	Female	Male	Female	
Hamilton .....	2	26	11	145	13	171	184
London .....	2	26	9	178	11	204	215
North Bay .....			7	109	7	109	116
Ottawa .....	1	11	10	163	11	174	185
Peterborough .....			13	137	13	137	150
Stratford .....			13	189	13	189	202
Toronto .....	14	43	11	167	25	210	235
Totals .....	19	106	74	1,088	93	1,194	
Grand Totals .....	I Class, 125		II Class, 1,162				1,287

In addition to the above there were 41 Kindergarten-Primary students at Toronto Normal School.

## APPENDIX W

## AUTUMN MODEL SCHOOLS, 1920

School	Principal	Attendance			Extra Mural	Limited Third Class Certificates	District Certificates
		Total	Male	Female			
Clinton .....	C. D. Bouck .....	2	0	2	2	4	0
Cornwall .....	G. R. Theobald .....	19	0	19	0	18	0
Kingston .....	W. F. Inman .....	15	1	14	2	17	0
Madoc .....	R. A. A. McConnell .....	4	1	3	0	3	0
Orillia .....	C. L. T. McKenzie .....	8	2	6	5	13	0
Renfrew .....	W. T. Baker .....	14	0	14	1	14	1
Totals .....		62	4	58	10	69	1



## APPENDIX X

### LIST OF ASSOCIATE EXAMINERS AND CONTINUATION AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS

#### I. Associate Examiners, 1920.

##### Model Entrance, Lower School, Senior High School Entrance and Senior Public School Graduation Diploma

*Agriculture:* J. A. Anderson, A. M. Woodley.

*Algebra and Geometry:* F. B. Clarke, D. R. Fletcher.

*Arithmetic:* F. C. Asbury, Alice I. N. Ball, Edna M. Boyle, C. S. Browne, L. H. Clarke, M. L. Cornell, J. T. Curtis, J. Elliott, A. J. Foerster, R. B. Goring, J. T. Jenkins, W. J. Lamb, K. A. MacKenzie, Lizzie Pirie, Elizabeth A. Tomkins, O. R. White.

*Art:* Charles S. Buck, Vivian E. Clayton, Irene P. Davis, A. Edith Giles, Hanna M. Goulding, Leila G. Johnston, Lillian MacIntyre, Nellie L. Mahon, Tena Martyn, Maude Millar, Elvira E. Nicholson, Ida E. Norton, S. W. Perry, Elsie M. Rice, Mabel Roberts, Mae H. Ryan, Lenore A. Sanderson, Eva M. Somerville.

*Book-keeping and Writing:* Ruth B. Heather, J. A. Ramsay, Alice B. Stone, D. M. Walker.

*Composition:* Laura M. Stillwell.

*Geography:* Mary Bell, G. A. Campbell, J. L. Challenor, Emelyn E. Delmage, A. C. Douglas, A. H. Dunnett, G. E. Ellis, H. G. Feasby, Mary A. Fraser, H. W. Graham, S. H. Henry, A. Hisey, S. A. Hitsman, J. Cecilia Horan, J. R. Howie, A. R. Innes, Alice C. Kelso, G. P. Keys, L. H. Kirby, Gladys R. Kirk, Marie Laird, Roberta M. Sillers, L. J. Stapleton, L. Stevenson, James H. Stewart, J. F. West, M. J. Wilker, E. H. G. Worden.

*English Grammar:* Margaret Abel, J. M. Adams, Mabel Allen, Prudence M. Austin, L. H. Corbett, Eva M. Cumming, W. F. Darroch, J. J. Edwards, Mabel C. Edwards, Kathleen B. Ferris, R. S. Foley, Mae M. Gardiner, Ruth W. Haines, Agnes I. Hamilton, John Hammond, Mary A. Hill, Clara Hulse, Pearl MacPherson, Lillian G. Mitchell, Winifred Morris, A. E. O'Neill, Wilhelmina D. Rutherford, Mary G. Scanlon, Annie A. Smith, Annie J. Stewart, Rose I. Strang.

*History:* Edith L. Atkin, Florence Corkery, Margaret M. Dawson, Magdalene DeLaMater, I. Mae Finch, Mary M. Gordon, S. P. Griffin, D. M. Halpenny, L. S. Hart, Philippa A. V. Hickey, Evelyn Hicks, Sada MacIntyre, M. Irene McCormack, J. G. McEachern, Hazel McGibbon, Rose McQueen, Mrs. Allie Marwick, Stella K. Mott, Louise E. Ney, Camilla H. Park, E. Josephine Redmond, Lucy Saunders, Winona Stewart, A. L. Stilwell, Helen F. Symons, Olive Tierney, Ina M. Turvey.

*Literature:* Mildred Belton, Josephine Chambers.

*Elementary Science:* E. T. Bell, J. M. Bell, G. W. Bunton, R. H. Carbert, C. S. Carter, J. Collins, Charles H. Danard, C. G. Fraser, Grace A. Gillespie, E. Meryl Hicks, J. S. Jackson, Guy E. Johnson, W. L. Kidd, M. Augusta MacLeod, L. R. McCrimmon,

Vivian C. McDonald, R. W. E. McFadden, T. W. Martin, Mabel I. Maxwell, Isabel C. Mitchell, Katie B. O'Connor, Mabel I. Pacey, H. C. Pugh, Bertha R. Stewart, C. Summers, H. E. Thompson, Edith A. Traver, L. J. White.

*Household Science:* Marion K. Boyd, Clara E. Elliott, Frances P. Prichard.

*Spelling:* J. H. Adams, Laura J. Berney, Gladys I. Brewster, Laura B. de Guerre, W. S. Ferguson, Annie H. Giles, F. M. Hicks, Margaret Holmes, Geraldine N. Irving, Mary McEachran, E. F. Milburn, Josie E. Switzer, W. S. Way.

*Writing:* Lillie C. Anderson, J. J. Bailey, Sarah J. Baker, Marion C. Dickson, Hazel I. Elcoat, Myrtle E. Fritz, A. F. Hare, S. B. Hatch, Annie L. Hudson, Jennie Mills, Edith Parlee, Mamie G. Quinn, Alice M. Tanner, C. M. Trace.

### Middle School and Pass Matriculation

*Algebra:* C. S. Allin, N. E. Challen, D. H. Coates, J. D. Dickson, C. F. Ewers, T. M. Henry, W. H. Houser, Margaret A. Ionson, H. G. S. Jeffrey, C. F. Lawrence, J. McKellar, J. McQueen, W. G. Spencer, A. E. Thompson.

*Art:* A. R. Barton, H. W. Brown, T. W. Kidd, S. W. Perry.

*Chemistry:* F. J. Barlow, E. M. Bigg, G. E. Copeland, R. D. P. Davidson, T. W. Elliott, H. H. Graham, E. J. Halbert, J. A. Hamilton, H. J. Heath, E. H. Jolliffe, G. E. Kennedy, F. McNabb, J. L. Medcof, L. P. Menzies, B. P. Overholt, G. A. Robertson, William R. Saunders, Walter E. Shales, D. T. Walkom, D. A. Welsh, H. S. White, A. Williams, D. T. Wright, R. H. Young.

*Composition:* W. N. Bell, Lillian M. Campbell, Winnifred E. Dengate, M. Ada Dickey, T. E. Elliott, Luella Grainger, W. E. Hanna, E. A. Hardy, Margaret J. Helson, G. L. MacDonald, A. E. MacLean, Margaret C. McGregor, J. H. Mowat, Mildred E. Stinson.

*French Authors:* Annie B. Brain, Evelyn E. Conlin, Muriel Duncan, Dorothy J. Grant, Mrs. L. M. Jamieson, D. MacKay, Hester E. A. McCaw, H. S. McKellar, Donella M. McRae, Mayme I. Montgomery, Margery E. Ross, Mary H. Wallace, Marion F. Wilkie.

*French Composition:* G. S. Bale, L. J. Clark, J. O. Clothier, J. Louise Galloway, Alexandria A. Howson, Mary W. Hubbs, Harriet Ingham, Rachael L. L. Jones, C. A. Latour, Marie MacMinn, W. J. McAndrew, H. M. Magee, Kathleen T. O'Shaughnessy, W. H. C. Williams, Mary St. G. Yarwood.

*Geometry:* Florence J. Adams, Frances M. Ashall, G. S. Campbell, Wilhelmina M. Humphries, G. W. Keith, Jennie A. Kinneear, H. C. Kinnee, J. H. Knowles, R. N. Merritt, M. J. O'Neill, G. E. Pentland, James H. Philp, E. G. Powell, C. W. Robb, Susan A. VanAlstyne, S. Wightman.

*German:* Helen S. Mackintosh, Francis Owen, R. Reid, J. D. Robins.

*Ancient History:* W. D. T. Atkinson, Agnes W. F. Balfour, W. J. C. Barrett, D. Breslove, Brother Francis, C. J. Burns, Carrie L. Costin, Euphemia J. Cowan, Margaret T. Cowan, John Davidson, Martha A. Fitch, F. Grace T. Hall, Mary A. Harris, Maybelle G. Kerr, R. H. King, Alma M. Matthews, A. W. Morris, S. Winnifred Nichol, Janet L. Penfold, G. H. Reed, Ralph Ross, Myrtle H. Stevens, W. J. S. Southcombe, Lillie A. Traver, J. W. Treleaven.

*British and Canadian History:* Anna F. Almas, G. N. Bramfitt, Mrs. Ethel M. Cameron, J. O. Carlisle, Jessie S. Cattnach, A. B. Cooper, May Cryderman, Viola J. Dobson, W. K. Foucar, William A. Glass, Mabel M. Graeb, Ethel R. Guthrie, Mrs. L. E. Horne, Edith P. Husband, Katherine M. Jackson, A. Johnson, J. Keillor, E. Blanche MacLeod, W. G. McNeil, Archibald McVicar, Selkirk A. Morrison, Amy A. Newton, A. I. Ogilvie, Gertrude Ryan, J. F. VanEvery, W. S. Wallace.

*Latin Authors:* R. T. Andrews, L. Brown, Rosalie A. Dugit, P. K. Hambly, Hazel F. Hay, R. S. Jenkins, Katie B. Johnston, Lillie E. V. Lloyd, G. B. MacQuarrie, J. M. McKinley, G. E. Mabey, E. A. Miller, Charles F. Mills, Frances D. Morden, C. A. Shaver, Laura A. Smithson, Elsie S. Tighe, B. A. Upshall.

*Latin Composition:* A. A. Affleck, F. H. Butcher, Nora G. Dewar, A. W. Dunkley, Jessie E. Eckhardt, W. A. Graham, J. H. Hardy, W. D. Lowe, W. R. McCamus, C. McKinnon, Jessie E. Matthews, C. A. Mayberry, W. E. Murdoch, F. P. Riddell.

*Literature:* Mabel M. J. Baird, Mary Jean Bull, J. D. Christie, John A. Cooke, Margaret T. Cowan, Grace Edwards, M. Erb, Florence M. Ewing, Bessie S. Farmer, Christine M. Fraser, D. A. Gilchrist, Beatrice C. Gilhooly, May B. Hiscock, E. W. Jennings, Isabella J. MacDougall, Annie K. McGregor, C. Lillie MacLennan, Jessie H. Maitland, J. P. S. Nethercott, James E. Skeelee, Ruth Stewart, Agnes M. Stuart, Annie M. A. Taylor, Lillie A. Traver, Muriel J. W. Wallace.

*Physics:* A. H. S. Adams, J. S. Bell, J. E. Burchell, J. G. Cameron, M. Cameron, G. A. Cline, Hugh Davidson, W. H. H. Green, E. H. Greig, J. R. Hamilton, Catherine I. Hyde, R. D. Keefe, C. A. K. Lehman, A. C. Lewis, H. Loucks, J. E. Marcellus, A. Pearson, Nellie M. Philp, A. H. D. Ross, D. E. Smith, T. C. Smith, E. J. Wethey, Edna J. Williams, C. G. Yorke.

### Upper School and Honour Matriculation

*Classics:* Beatrice L. Fletcher, D. A. Glassey, W. B. L. Howell, J. T. Lillie, F. H. Lingwood, J. Morgan, J. F. Thompson, Mrs. E. K. Urquhart.

*Composition:* T. Carscadden, M. Ada Dickey, Katie L. Stewart, E. H. A. Watson.

*French and German:* A. W. Baird, Pearl B. Faint, Jessie Houston, H. W. Irwin, Mary V. McWhorter, Aileen Noonan.

*History:* J. A. Carlyle, Elizabeth Henstridge, Mary McCallum, Mary H. O'Donoghue, R. Stothers.

*Literature:* Margaret Clifford, Katherine Jackson, W. N. Sexsmith, Ada L. Ward.

*Mathematics:* O. Asselstine, T. Kennedy, T. A. Kirkconnell, J. M. Lawr, Stephen Martin, G. W. Rudlen, T. E. Speirs, J. S. Wren.

*Science:* C. C. Arthur, Annie A. Boyd, P. W. Brown, J. F. Calvert, S. J. Courtice, J. C. Doherty, W. M. Erwin, Thomas Firth, A. C. Hazen, F. J. Johnston, W. J. McMillan, A. M. Patterson, J. H. Sexton, W. E. Shales, P. M. Thompson.



## II. List of Principals and Assistants of Continuation Schools, January, 1921

Post Office and Name of School	Names and professional qualifications of Teachers (Unless otherwise stated, the teacher is the holder of a Permanent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Aberfoyle .....	Hood, Grace Isabel ... (Int.)	.....	.....	.....	1920	1	....	1,000	.....	.....
Acton .....	Roszel, John M. ....	.....	.....	Phys. Cul. ....	1919	6½	15	1,900	.....	.....
	Knapp, Elizabeth E. ....	.....	.....	Phys. Cul., Art. ....	1920	2½	4	1,900	.....	1,200
†Agincourt, 14 Scarborough' .....	Short, John H. ....	.....	.....	.....	1920	1½	4	1,200	.....	.....
Ailsa Craig .....	Bell, John A. ....	.....	.....	Phys. Cul., Agr. ....	1920	8	....	1,800	.....	.....
Alvinston .....	McDowell, Jennie ....	.....	.....	Phys. Cul., Art. ....	1919	5½	10	1,500	.....	.....
	Dolbear, Calla C. ....	.....	Art .....	Phys. Cul. .... (Int.)	1919	2½	2	.....	.....	1,100
Arkona .....	Stevens, Violet E. ....	.....	.....	Art .....	1920	1½	6	1,450	.....	.....
Ayr .....	McDonald, Margaret D. .... *	.....	.....	Phys. Cul. ....	1920	5½	1	1,600	.....	.....
	Nelson, Dorothy A. ....	.....	.....	Phys. Cul. ....	1920	2	2	.....	.....	1,200
Bancroft .....	Keenan, Edward J. .... †	B.A., Queen's .....	.....	Phys. Cul. ....	1914	14	2½	1,800	.....	.....
	Prosser, Thornton .... (Int.)	.....	.....	.....	1920	1½	....	.....	1,500	.....
Bath .....	Garvey, Leo J. ....	.....	.....	Art .....	1920	2½	2	1,400	.....	.....
	Warren, Cecille V. ....	.....	Art .....	..... (Int.)	1920	2	2	.....	.....	900
Beaverton .....	Morgan, Flora E. ....	.....	.....	Phys. Cul. ....	1921	8½	3	1,800	.....	.....
	McRae, Alice A. ....	B.A., Tor. ....	.....	Art .....	1917	3½	....	.....	.....	1,000

Beeton	Powell, James A. ....	B.A., Queen's..	.....	Art, Phys. Cul. ...	1920	2½	1,800	.....	1,400
Belmont, U 11, S. Dorches- ter	Muckle, Leata W. .... (Int.)	.....	.....	Phys. Cul. ....	1920	1	.....	.....	1,400
	MacKillop, Oliver M. ....	.....	.....	Phys. Cul. ....	1913	7½	4	1,900	.....
	Moore, Kathleen V. ....	B.A., Queen's..	.....	M. & H., Art (Int.)	1918	3	.....	.....	1,000
Blenheim	Gould, Ford M. ....	B.A., Queen's..	.....	Art, Phys. Cul. ...	1920	1	4½	2,000	.....
	Currie, Mrs. Ethelwyn	.....	.....	Art .....	1920	3½	.....	.....	1,400
Blind River	Craven, Henry .... (Int.)**	.....	.....	Phys. Cul. ....	1920	1½	.....	1,500	.....
	Woodcock, Mary S. ....	.....	.....	Phys. Cul. ....	1919	1½	5	.....	1,100
†Blyth	Bell, Mary	.....*	.....	Phys. Cul. ....	1919	5½	1	1,500	.....
Bolton	Fowler, Alfred C. .... (Int.)	.....	.....	.....	1920	¾	2½	1,400	.....
Bothwell	Hicks, Viva M. ....	.....	.....	Art .....	1921	12	1	1,500	.....
	Gibb, Moyna B. .... (Int.)	.....	.....	Phys. Cul. ....	1920	½	¾	.....	1,150
Bowesville, 5 Gloucester..	Clement, Isabel	.....*	.....	Phys. Cul., Art. ...	1918	4	1	1,200	.....
Bridgeburg	Thompson, Howard E. ....	.....	.....	Phys. Cul. (Int.)	1917	6½	2	2,500	.....
	Chambers, Josephine	B.A., Tor. ....	.....	Art .....	1914	7	¾	.....	1,600
	McGhie, Mercie E. .... (Int.)	B.A., Queen's..	.....	Phys. Cul. ....	1920	½	.....	.....	1,200
Bruce Mines	Wood, Samuel D. ....**	.....	.....	.....	1920	¾	.....	1,600	.....
	Williams, William A. .... (Int.)	.....	.....	.....	1920	1	.....	1,200	.....
Brussels	Scott, Benjamin S. ....	.....	.....	Phys. Cul. ....	1914	10	3	1,800	.....
	Morris, Winifred	.....	.....	Phys. Cul. ....	1918	6½	4½	.....	1,400
Burk's Falls	Millard, Lena	.....	.....	Art .....	1919	6½	3	1,600	.....
	Armstrong, Mabel R. ....	.....	.....	Phys. Cul. ....	1920	2½	2	.....	1,200
Cannington	Bigg, Edmund M. ....	.....	.....	Art, Phys. Cul. ...	1919	6½	.....	.....	.....
	Little, Evelyn M. ....	M.A., Tor. ....	.....	Phys. Cul. ....	1920	2½	2	.....	1,200
Cardinal	Clarke, Olive M. ....	.....	.....	Sci. ....	1917	47	.....	1,500	.....
	Strong, Harriet E. .... (Int.)	B.A., Queen's..	.....	Art .....	1919	2	6	.....	1,100
	McTurk, Isabel	.....	.....	Art .....	1920	2½	.....	1,600	.....
	Gillan, Kathleen M. ....	B.A., Queen's..	.....	.....	1919	1½	.....	.....	1,100
Carp, 3 Huntley	.....	.....	.....	Art .....	1919	4½	1,500	.....	.....
	.....	.....	.....	.....	1917	3½	2	.....	1,200

\*Endorsed for Principalship.

\*\*Temporary certificate as Principal.

†High School Principal's certificate.

†One teacher devotes full time and one, half time to Continuation School work.

## List of Principals and Assistants of Continuation Schools, January, 1921—Continued

Post Office and Name of School	Names and professional quali- fications of Teachers (Unless otherwise stated, the teacher is the holder of a Per- manent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. & Hor. the Certificate is In- termediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Chapleau, 1 Chapleau .....	Joynt, James H. .... Holley, Anna M. .... (Int.)	.....	.....	Phys. Cul., F.M. Art .....	1920 1921	7 3½	4½ 2	\$ 2,000 .....	\$ .....	\$ 1,500 .....
Claremont, 15 Pickering ..	Wilker, Milton J. .... (Teacher to be appointed) ..	.....	Phys. Cul. (Int.) .....	.....	1914	6½	2	1,600 .....	.....	.....
Clifford .....	Edge, Alix M. .... Tranter, Hazel M. ....	.....	.....	Art, Ph. Cul., Agr. Phys. Cul., Agr. ....	1918 1920	2½ ½	1 4	1,200 .....	.....	1,100 .....
Cochrane .....	(Teacher to be appointed) ..	.....	.....	.....	.....	.....	.....	.....	.....	.....
Coldwater .....	Brunkard, Ethel .....	.....	.....	Art, Phys. Cul. ....	1921	7	4½	1,800 .....	.....	.....
Comber, 4 Tilbury W. ....	McMackon, Laura F. .. (Int.) Hicks, E. Meryl .....	.....	.....	.....	1921	.....	2½	.....	.....	1,300 .....
Cookstown, 5 Essa .....	Adams, Edith I. .... Stewart, Bertha R. ....	.....	.....	Phys. Cul., Art. .... Phys. Cul. ....	1919 1919	5 3½	½ 1	1,500 .....	.....	1,200 .....
Creemore .....	McKechnie, Catriona S. .... MacNaughton, Evelyn I. ....	.....	Phys. Cul. (Int.) .....	Ph. Cul., Ho. Sci. ....	1920 1919	5½ 2½	7 3	1,500 .....	.....	1,200 .....
Delaware, 2 Delaware ...	McIntosh, Jean .....	.....	Art .....	Phys. Cul. .... Phys. Cul. ....	1919 1919	3½ 3½	2	1,600 .....	.....	1,275 .....
Delhi .....	Conway, Irene E. .... Fox, James H. .... (Int.) McConnell, Mrs. Jessie C. ....	.....	.....	Art, Phys. Cul. .... .....	1916 1919	11 1½	3	1,300 .....	1,200 .....	.....
				Art, Phys. Cul. ....	1919	8	2	1,400 .....	.....	.....



Drayton	Clark, George A.	.....	.....	1913	15½	6	2,000	.....	.....
	Grant, Cora	.....	.....	1919	2½	3	.....	.....	1,300
	Mahon, Nellie L.	.....	Art, Phys. Cul.	1920	8	4	.....	.....	1,400
Dresden	Marwick, Bruce D.	.....	.....	1920	4	2	1,600	.....	.....
	Marwick, Mrs. Allie	.....	Phys. Cul.	1920	6	6	.....	.....	1,200
†Drumbo, 11 Blenheim	Lawrence, Edna H.	.....	.....	1920	½	2	1,350	.....	.....
Dryden	Allen, Eula P.	.....	.....	1920	4½	2	1,500	.....	.....
	Crone, Eleanor L.	(Int.)	.....	1920	½	.....	.....	.....	1,200
Eganville	Stapleton, Louis J.	.....	.....	1919	3½	2	1,540	.....	.....
	Giles, Annie H.	.....	.....	1918	7½	3½	.....	.....	1,000
Eganville (R. C. S. Sch.)	Maher, Margaret (Sr. Mary Aurelia)	.....	Art	1914	6½	12½	800	.....	.....
	Griffin, Elizabeth H. (Sr. St. Dorothy)	.....	.....	1918	2½	9	.....	.....	700
Elmira	Clarke, Frank B.	.....	.....	1920	17½	6	2,000	.....	.....
	Start, Isabel S.	(Int.)	.....	1920	1½	.....	.....	.....	1,500
Elmvale, 5 Flos	Miller, Erle G.	.....	.....	1918	3½	4	1,600	.....	.....
	Laughlin, Ruby J.	.....	.....	1918	3½	.....	.....	.....	1,300
Ennismore, 4 Ennismore.	McQuade, Gertrude V. (Int.)**	B.A., Tor.	Mod. & Hist.	1919	2½	.....	1,200	.....	.....
	Crough, Beatrice E.	(Int.)	.....	1919	3½	1½	.....	.....	900
†Erin	Guilfoyle, Annie	.....*	.....	1917	10½	1	1,500	.....	.....
Espanola	Norton, Ida E.	.....	Art	1920	13	5	1,500	.....	.....
Fenelon Falls	Fennell, Rena L.	.....	.....	1920	2½	2	1,500	.....	.....
	Lewis, Gordon	(Int.)	.....	1920	½	½	.....	1,200	.....
Feversham, 7 Osprey	Morris, Olive M.	(Int.)	.....	1920	½	1	1,100	.....	.....
Finch	Armstrong, Eunice	.....	Art	1911	11½	2½	1,550	.....	.....
	McTavish, Alice Miriam (Int.)	B.A., Queen's	Phys. Cul.	1920	½	5½	.....	.....	1,400

\*Endorsed for Principalship.

\*\*Temporary certificate as Principal.  
†One teacher devotes full time and one, half time to Continuation School work.

List of Principals and Assistants of Continuation Schools, January, 1921—Continued

Post Office and Name of School	Names and professional qual- ifications of Teachers  (Unless otherwise stated, the teacher is the holder of a per- manent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates  (In the case of Agr. & Hor. the Certificate is In- termediate.)	Date of appointment	No. of years' experience in a High or Continuation Sch.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Fingal, 12 Southwold	Gliddon, Mildred E.	.....	.....	Phys. Cul.	1918	18	3	1,400	.....	.....
	Bernath, Elva	..... (Temp.)	.....	Art	1920	2	2	.....	.....	1,300
Frankford, 11 Sidney	Bell, John M.	.....	.....	Phys. Cul.	1915	5½	31	1,600	.....	.....
	Miller, Mary Olive	..... (Int.)	.....	.....	1920	1	1	.....	.....	1,200
Gore Bay	Hindle, George	.....	B.A., Queen's, D.Paed., Tor.	.....	1920	1	9	1,500	.....	.....
	Crich, Wilfrid V.	..... (Int.)	.....	Eng. & Hist. (Int.)	1920	1	1	.....	1,200	.....
Grand Valley	Glenn, Everett H.	.....	.....	Phys. Cul.	1919	5	2	2,000	.....	.....
	Grindell, Hazel	.....	.....	Art	1919	2½	1	.....	.....	1,200
Hanover	Magee, James A.	.....	.....	Phys. Cul.	1905	17½	2	2,000	.....	.....
	Strachan, David L.	.....	.....	Phys. Cul.	1920	2	4	.....	1,300	.....
Harrow, 9 S. Colchester	Gillham, Blanche	.....	.....	Phys. Cul.	1919	3½	1	1,400	.....	.....
	Wesley, Caroline	..... (Int.)	.....	Art (Int.)	1920	1	1	.....	.....	1,200
Havelock	Davidson, John	.....	M.A., LL.B., Tor	Classics	1917	39½	3	2,000	.....	.....
	Brewster, Gladys F.	.....	.....	Phys. Cul., Art.	1914	6½	.....	.....	.....	1,200
Hepworth	Goldblatt, Ray	..... (Int.)	.....	.....	1919	1½	.....	1,100	.....	.....
Highgate	Burke, Alex.	.....	.....	.....	1913	26½	13	1,800	.....	.....
	Murray, Edith Mary	.....	.....	Art	1920	2½	2½	.....	.....	1,300

Huntsville .....	Bernath, Alfred C. ....	.....	.....	.....	1900, 1912	5½	2,500	.....
	Peregrine, H. May .....	.....	Art .....	.....	1912	2	.....	1,350
	Ross, Pearl .....	..... (Int.)	.....	Phys. Cul. ....	1920	3	.....	1,000
Jarvis .....	Cunningham, Elinor I. ....	.....	.....	Phys. Cul. Art. ....	1920	5	1,400	.....
Jockvale, 10 Nepean .....	O'Donohue, John A. ....	B.A., Queen's..	.....	Art .....	1917	3	1,250	.....
Kars, U. 3 North Gower.	MacNabb, Christina A. ....	B.A., Queen's..	.....	Phys. Cul. ....	1919	3	1,400	.....
	Miller, Sadie G. .... (Int.)	.....	.....	.....	1920	1½	.....	1,000
Keewatin .....	Adams, John M. ....	.....	.....	Phys. Cul. ....	1918	8	2,100	.....
	MacPherson, Rose .....	.....	.....	Art, Phys. Cul. ....	1918	2	.....	1,400
Kenmore, 15 Osgoode .....	Aylsworth, Bessie C. ....	.....	.....	Phys. Cul. ....	1920	3	1,400	.....
	Fraser, Christine M. ....	B.A., McM. ....	.....	Phys. Cul. ....	1921	5	.....	1,700
†Kinburn, 11 Fitzroy .....	Ranson, Bertha M. ....	.....	Phys. Cul. ....	.....	1921	2	1,700	.....
Lakefield .....	Simpson, John M. ....	† B.A., Queen's..	Phys. Cul. ....	.....	1916	9	1,600	.....
	Corkery, Mary E. ....	.....	Phys. Cul. ....	.....	1921	5½	.....	1,300
	Stark, Laverna B. ....	.....	Art, Phys. Cul. ....	.....	1921	6	.....	1,400
Lanark .....	Payette, Henry J. .... (Int.)*	B.A., Tor. ....	Art .....	.....	1919	2	1,300	.....
	McLean, Helen G. .... (Int.)	B.A., Queen's..	Phys. Cul. ....	.....	1919	1½	.....	1,100
†Lansdowne, 9 Leeds and Lansdowne Front .....	Garbutt, Ruby R. ....	.....	Art, Phys. Cul. ....	.....	1919	3½	1,300	.....
Lion's Head .....	Simmie, Jean .....	.....	Art, Phys. Cul. ....	.....	1920	1	1,000	.....
Little Current .....	Knowles, Anna V. ....	.....	Art .....	(Int.) Phys. Cul. ....	1920	2½	1,500	.....
Lobo .....	Caverhill, Elsie M. ....	B.A., Queen's..	Eng & Hist. (Int.)	.....	1920	5	1,300	.....
	Anderson, Effie E. ....	.....	.....	Art .....	1920	4	.....	1,200
Lucknow .....	Ranson, Eva M. ....	.....	Art .....	.....	1921	3	1,900	.....
	McLean, Frances E. ....	.....	.....	.....	1920	11½	6	1,300
†Malakoff, 3 Marlborough.	Taylor, Neil A. .... (Int.)**	.....	.....	.....	1919	1½	1,300	.....
Manitowaning, 2 Assinack .....	Hart, Luther S. ....	.....	Art .....	Phys. Cul. ....	1919	3½	1,500	.....

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†High School

Principal's certificate



List of Principals and Assistants of Continuation Schools, January, 1921—Continued

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								Principal	Male Assistants	Female Assistants
								\$	\$	\$
† Manotick, 18 Osgoode ..	Fair, C. Elizabeth .. (Int.)**	.....	.....	.....	1921	....	1 $\frac{1}{2}$	1,400	.....	.....
Marmora .....	Daley, Muriel M. .... *	.....	Phys. Cul.	.....	1920	7 $\frac{1}{2}$	1 $\frac{1}{2}$	1,600	.....	.....
Maxville .....	Stewart, Ruth .....	B.A., Queen's ..	M. & H., (Int.) P.C.	.....	1920	4 $\frac{1}{2}$	1	1,600	.....	1,600
	Keough, Margaret ..	.....	.....	.....	1919	4 $\frac{1}{2}$	5 $\frac{1}{2}$	1,500	.....	.....
	Clendinnen, Marg't E. (Int.)	B.A., Queen's ..	Art (Int.), H. Sci.	.....	1920	.....	.....	1,500	.....	1,200
Melbourne, U. 16 Caradoc.	Robinson, Wm. G. .... (H Cl.)	.....	.....	.....	1900	20 $\frac{1}{2}$	5	1,500	.....	.....
Merlin, U. 5 Raleigh .....	Snell, Blanche E. .... (Int.)	.....	.....	.....	1920	.....	1	1,500	.....	1,100
	Barnby, Vera Erena ..	.....	Phys. Cul. (Int.)	.....	1920	4 $\frac{1}{2}$	2	1,500	.....	.....
	(Teacher to be appointed) ..	.....	.....	.....	.....	.....	.....	.....	.....	.....
Merrickville .....	Mazinke, Henrietta E. .... *	.....	.....	.....	1919	7	1 $\frac{1}{2}$	1,400	.....	.....
	Gillan, Ella E. .... (Int.)	B.A., Queen's ..	Math. .... (Int.)	.....	1920	.....	.....	1,400	.....	1,250
Metcalfe, 11 Osgoode .....	Bryan, Cameron A. ....	.....	.....	Art, Phys. Cul.	1919	2	2	1,700	.....	.....
	Grooms, Bernice .....	.....	.....	.....	1921	.....	1 $\frac{1}{2}$	.....	.....	1,200
Millbrook .....	Money, Mabel .....	.....	.....	.....	1920	4 $\frac{1}{2}$	5	1,800	.....	.....
	Lee, Elizabeth D. ....	.....	Art .... (Int.)	Phys. Cul.	1920	.....	3 $\frac{1}{2}$	.....	.....	1,200
Milverton .....	Carbert, Robert H. ....	.....	.....	Phys. Cul.	1919	12 $\frac{1}{2}$	3	2,000	.....	.....
	Eagleson, R. La Vergne (Int.)	.....	.....	.....	1920	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1,500	.....	.....
Mimico .....	English, John W. ....	B.A., Queen's ..	Art. .... (Int.)	Phys. Cul.	1920	1	23	3,000	.....	.....
	Wells, Dorothy .....	.....	.....	.....	1921	2	1	.....	.....	1,400
	Kennedy, Florence I. .... (Int.)	.....	.....	.....	1921	.....	1 $\frac{1}{2}$	.....	.....	1,400

Minden, U. 1 Anson .....	Barnes, Herbert G. .... (Int.)	.....	.....	.....	1920	$\frac{1}{2}$	1,200	.....	.....
Morrison, 8 Puslinch .....	Brydon, Eleanor H. .. (Int.)	.....	.....	.....	1920	$\frac{1}{2}$	1,000	.....	.....
Mount Albert, 13 East Gwillimbury .....	McKenna, Jessie .....	B.A., Queen's ..	Eng.&Hist. (Int.)	.....	1920	$2\frac{1}{2}$	1,400	.....	.....
	Waterman, Isobel M. ....	.....	Art .....	.....	1920	$2\frac{1}{2}$	1	.....	1,100
Mount Brydges .....	Davidson, Georgia .....	B.A., West .....	Art, Phys. Cul. ....	.....	1918	6	1,600	.....	.....
	O'Brien, Wilfrid E. .... (Int.)	.....	Phys. Cul. ....	.....	1919	2	$\frac{1}{2}$	.....	1,500
†Navan, 3 Cumberland ..	O'Brien, Catherine E. ....	.....	.....	.....	1920	$\frac{1}{2}$	2	1,350	.....
New Hamburg .....	Bowden, Wm. L. ....	B.A., Queen's ..	Ph. Cul., Agr. ....	.....	1919	$6\frac{1}{2}$	12	1,850	.....
	Foster, Mary M. ....	.....	Art .....	.....	1920	$1\frac{1}{2}$	6	.....	1,200
New Liskeard .....	Dobbie, Isabella E. .... (Int.)	.....	Agr., Farm Mech. ....	.....	1911	12	18	2,000	.....
	Brown, Mona .....	.....	Art, Phys. Cul. ....	.....	1919	$2\frac{1}{2}$	1	.....	1,500
North Augusta, 17 Augusta	Whelan, Anna M. ....	.....	.....	.....	1920	$2\frac{1}{2}$	3	1,500	.....
	Connell, Constance L. . (Int.)	.....	.....	.....	1920	$1\frac{1}{2}$	.....	.....	1,200
North Gower, 6 North Gower .....	White, Edna M. ....	.....	Art .....	(Int.)	1919	$3\frac{1}{2}$	.....	1,300	.....
	Abbott, Florence M. ....	.....	Phys. Cul. ....	.....	1919	$1\frac{1}{2}$	2	.....	1,000
Norwich .....	Young, Gordon .....	.....	Phys. Cul. ....	.....	1917	$3\frac{1}{2}$	8	1,800	.....
	Templar, Nora G. ....	.....	Art .....	.....	1919	$1\frac{1}{2}$	2	.....	1,300
	Barclay, Jean A. .... (Int.)	.....	.....	.....	1921	$\frac{1}{2}$	1	.....	1,300
Odessa, 13 Ernestown ...	Howitt, Mary .....	.....	Phys. Cul. ....	.....	1920	$1\frac{1}{2}$	1	1,400	.....
	Fraser, Laura G. .... (Int.)	B.A., Queen's ..	Art .....	.....	1920	$\frac{1}{2}$	.....	.....	1,000
Oil Springs .....	Geddes, Mary M. ....	.....	Art, Phys. Cul. ....	.....	1918	$2\frac{1}{2}$	2	1,400	.....
	Collins, Bertha V. ....	.....	Phys. Cul. ....	.....	1920	$2\frac{1}{2}$	2	.....	1,100
Orono, 12 Clarke .....	Costin, Carrie L. ....	B.A., Queen's ..	Phys. Cul. ....	.....	1918	$4\frac{1}{2}$	3	1,500	.....
	King, Annie .....	.....	Art .....	(Int.)	1921	2	2	.....	1,200
Paisley .....	Vasey, John B. ....	.....	Phys. Cul. .... (Int.)	.....	1920	$1\frac{1}{2}$	2	1,500	.....
	Watson, Mary E. .... (Int.)	.....	.....	.....	1920	$\frac{1}{2}$	$1\frac{1}{2}$	.....	1,000

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## List of Principals and Assistants of Continuation Schools, January, 1921—Continued

Post Office and Name of School	Names and professional qual- ifications of Teachers  (Unless otherwise stated, the teacher is the holder of a Per- manent First Class or a High School Assistant's certificate.)	Degrees	Specialists	Elementary and Intermediate Certificates  (In the case of Agr. & Hor. the Certificate is In- termediate.)	Date of appointment	No. of years' experience in a High or Continuation School	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Pakenham, 4 Pakenham ..	White, Mabel R. ....	.....	.....	Phys. Cul., Art. ....	1918 1921	9 .....	2 .....	\$ 1,500 .....	\$ .....	\$ 1,200 .....
Palmerston .....	Quinlan, Lucie H. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plattsville, 24 Blenheim...	Anglin, Sara .....	.....	.....	.....	1913 1919	12 $\frac{1}{2}$ 2 $\frac{1}{2}$	10 1	1,700 .....	.....	1,000 .....
Port Burwell, 2 Bayham..	Houze, Margaret .....	.....	Art .....	.....	.....	.....	.....	.....	.....	.....
Port Colborne .....	Collins, James .....	B.A., Tor. ....	Art .....	.....	1919 1920	6 $\frac{1}{2}$ 2 $\frac{1}{2}$	3 $\frac{1}{2}$ 5	1,500 .....	.....	1,200 .....
Port Credit .....	McCorquodale, Elizabeth .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Powassan .....	Austin, Prudence M. ....	.....	Art .....	Phys. Cul. ....	1920 1920	6 $\frac{1}{2}$ 3 $\frac{1}{2}$	3 1	1,500 .....	.....	1,000 .....
Princeton, U. 21, Blenheim	Twiss, Countess L. ....	B.A., McM. ....	Classics (Int.), Art .....	Phys. Cul. ....	1921 1921	2 $\frac{1}{2}$ 3 $\frac{1}{2}$	5 3	2,400 .....	1,800 .....	1,200 .....
Richard's Landing .....	Dobson, Geo. C. ....	B.A., Tor. ....	Phys. Cul. (Int.) .....	.....	1921 1918	.....	.....	.....	.....	.....
Richmond .....	Stephens, Ella G. ....	.....	Art .....	Phys. Cul. ....	1921 1920	3 $\frac{1}{2}$ 3 $\frac{1}{2}$	1 .....	.....	.....	.....
.....	Cowan, Anna K. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	Doupe, Henry A. ....	.....	Phys. Cul. (Int.) .....	Art .....	1919 1920	12 $\frac{1}{2}$ 2 $\frac{1}{2}$	2 $\frac{1}{2}$ 3	1,900 .....	.....	1,100 .....
.....	Leggott, Louie V. ....	.....	Phys. Cul. (Int.) .....	.....	.....	.....	.....	.....	.....	.....
.....	Johnston, Mabel C. ....	B.A., Queen's ..	Art .....	.....	1918 1920	4 .....	2 $\frac{1}{2}$ 2	1,400 .....	.....	.....
.....	Quir, Shirley L. ....	.....	.....	Phys. Cul. ....	1919 1920	1 $\frac{1}{2}$ .....	.....	1,500 .....	.....	.....
.....	White, Mary E. ....	.....	.....	.....	1919 1920	1 $\frac{1}{2}$ .....	.....	1,200 .....	.....	.....
.....	McGee, Florence .....	.....	.....	Art .....	1920 1920	1 $\frac{1}{2}$ .....	2 4	1,380 .....	.....	1,320 .....
.....	Reid, Emmett C. ....	.....	.....	Art .....	.....	.....	.....	.....	.....	.....



Ridgeway, 11 Bertie .....	Woodley, Arthur M. ....	.....	Art .....	1913 <sup>1</sup> 1917 <sup>3</sup>	7 3	2,000 .....	.....	1,100
Ripley, 10 Huron .....	Houser, Evelyn G. ....	.....	Phys. Cul. ....	.....	.....	.....	.....	.....
Rodney .....	Sprathdee, Mary .....	.....	Art .....	1914 <sup>6</sup> 1920 <sup>4</sup>	18 1	1,500 .....	.....	1,500
.....	Martyn, Tena .....	.....	Ph. Cul. (Int.), Art .....	.....	.....	.....	.....	.....
.....	Dore, Harry C. ....	.....	.....	1920 <sup>1</sup> 1919 <sup>1</sup>	2 <sup>1</sup> .....	1,500 .....	.....	1,150
.....	Ryckman, Irene M. ....	(Int.)	Phys. Cul. ....	.....	.....	.....	.....	.....
Russell, 2 Russell .....	MacIntyre, Lillian .....	.....	Art .....	1919 <sup>7</sup> 1917 <sup>4</sup>	2 .....	1,500 .....	.....	1,250
.....	Maitland, Jessie H. ....	.....	Eng. & Hist. (Int.) .....	.....	.....	.....	.....	.....
.....	B.A., Queen's .....	.....	.....	.....	.....	.....	.....	.....
St. George .....	Gilchrist, John .....	.....	Agt. ....	1916 <sup>4</sup> 1920 <sup>10</sup>	4 .....	2,100 .....	.....	1,500
.....	Jenkins, Mrs. Mary .....	.....	Fr. & Ger. (Int.) Art .....	.....	.....	.....	.....	.....
.....	M.A., Tor. ....	.....	.....	.....	.....	.....	.....	.....
Schomberg, 14 King .....	Kaufman, Alvin J. ....	(Int.)	.....	1921 <sup>11</sup>	.....	1,400	.....	.....
Scotland 1, 18 Burford and 3 Oakland .....	Turvey, Ina Merle .....	.....	Art .....	1919 <sup>6</sup> 1920 <sup>4</sup>	.....	1,300 .....	.....	1,100
.....	Foster, Helen E. ....	.....	.....	.....	.....	.....	.....	.....
Southampton .....	Schooley, Fred. T. ....	.....	Phys. Cul. ....	1920 <sup>15</sup> 1920 <sup>6</sup>	6 <sup>1</sup> .....	1,700 .....	.....	1,200
.....	Worsell, Reta M. ....	(Int.)	.....	.....	.....	.....	.....	.....
South Mountain, 1 Moun- tain .....	Smith, James T. ....	.....	Phys. Cul. ....	1919 <sup>4</sup> 1919 <sup>1</sup>	.....	1,400 .....	.....	1,200
.....	Elliot, Marion Belle ..	(Int.)	Art .....	.....	.....	.....	.....	.....
South Porcupine, U. 1 A Tisdale .....	Knox, Mary E. ....	(Int.)	Phys. Cul. ....	1920 <sup>1</sup>	.....	1,400	.....	.....
Spencerville, 15 Edwards- burg .....	Wallace, Minnie G. ....	.....	Phys. Cul. ....	1921 <sup>2</sup> 1921 <sup>1</sup>	.....	1,500 .....	.....	1,100
.....	Stephenson, Lois E. ..	(Int.)	.....	.....	.....	.....	.....	.....
Springfield .....	McKillop, Jessie A. ....	.....	Art, (Int.), Ph. Cl. ....	1917 <sup>3</sup> 1920 <sup>1</sup>	3 .....	1,600 .....	.....	1,200
.....	Hassard, Mary G. ....	.....	.....	.....	.....	.....	.....	.....
Stayner .....	Murday, Arthur M. ....	.....	.....	1920 <sup>9</sup> 1917 <sup>3</sup>	8 .....	2,600 .....	.....	1,100
.....	Swallow, Margaret B. ....	.....	Art, Phys. Cul. ....	.....	.....	.....	.....	.....
Stella .....	Buchanan, Luella M. ....	.....	Phys. Cul. ....	1918 <sup>2</sup> 1919 <sup>1</sup>	2 .....	1,500 .....	.....	1,350
.....	Alderson, Bessie G. ....	.....	Art, Phys. Cul. ....	.....	.....	.....	.....	.....
Stouffville .....	Stouffer, Archibald .....	.....	Phys. Cul. (Int.) .....	1918 <sup>2</sup> 1920 <sup>1</sup>	2 .....	1,900 .....	.....	1,400
.....	Flumerfelt, Annie B. ..	(Int.)	.....	.....	.....	.....	.....	.....
.....	B.A., Tor. ....	.....	.....	.....	.....	.....	.....	.....

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								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Sturgeon Falls .....	Russell, Robert V. .... (Int.)*	.....	.....	Art, Phys. Cul. ....	1919	1½	....	1,600	.....	.....
	McEown, Ruth .....	B.A., McM. ....	.....	Art, Phys. Cul. ....	1920	2	....	.....	.....	1,400
Sutton .....	Macdonald, Margaret J. ....	.....	Art. .... (Int.)	.....	1918	2½	1	1,400	.....	.....
	Robinson, Bertha E. ....	.....	.....	Agr. ....	1920	1½	4	.....	.....	1,300
Tamworth .....	Fletcher, Douglas R. ....	.....	.....	Phys. Cul. ....	1915	6	3½	2,000	.....	.....
	Ross, Christina B. .. (Temp.)	.....	.....	.....	1920	½	.....	.....	.....	1,200
Tara .....	Gilmour, Allan .....	B.A., Queen's. ....	.....	Phys. Cul. ....	1921	14	4½	1,800	.....	.....
	McGibbon, Hazel M. ....	.....	.....	Art .....	1920	7	½	.....	.....	1,200
Tavistock .....	Bell, Jessie M. ....	B.A., Tor. ....	Mods. & Hist. ....	Art, Phys. Cul. ....	1916	10½	1½	1,500	.....	.....
	Johnston, Jessie V. .... (Int.)	.....	.....	.....	1921	....	1	.....	.....	1,200
Teeswater .....	Thompson, Harry C. ....	.....	.....	.....	1912	8½	3	1,600	.....	.....
	Hicks, Evalyn G. .... *	.....	.....	Art, Phys. Cul. ....	1920	5½	.....	.....	.....	1,275
Thamesville .....	Hicks, Frederick M. ....	.....	.....	Phys. Cul. ....	1920	15	2½	1,600	.....	.....
	Meldrum, Florence C. .... (Int.)	.....	.....	Art .....	1920	1½	2	.....	.....	1,100
Thessalon .....	Alkerton, Nancy E. ....	.....	.....	Art .....	1921	2½	2	1,600	.....	.....
	Pearson, Florence E. .... (Int.)	B.A., Tor. ....	.....	Phys. Cul. ....	1919	1½	2	.....	.....	1,300
Thornbury .....	Chisholm, Renwick J. .... *	.....	.....	Phys. Cul. ....	1920	7½	....	2,000	.....	.....
	Brown, Harry W. .... (Int.)	.....	.....	.....	1920	½	.....	.....	1,200	.....

Thorndale, 8 W. Nissouri.	Gendron, Muriel M. .... Copeland, Bertha M. .... (Int.)	B.A., Tor.	.....	Phys. Cul. ....	1919	21	1,300	.....	1,400
Tilbury	(Two teachers to be appointed)	.....	.....	Phys. Cul. ....	1920	1	.....	.....	.....
†Timmins	Carter, Chetwynd S. ....	.....	.....	Phys. Cul. ....	1919	10½	2,400	.....	.....
Tottenham	Campbell, Mabel ..... Counaun, Melinda M. (Int.)	.....	.....	.....	1920	5½	1,800	.....	1,000
Warkworth, 2 Percy	Mitchell, May ..... Twomey, Mary	Phys. Cul. ....	.....	Art ..... Art	1919 1920	12 1½	1,400	.....	1,100
Westboro', 2 Nepean	Stewart, Annie J. .... MacNeil, Lena L. .... Cross, Dora Edith .... (Int.)	‡ B.A., Queen's.	.....	Phys. Cul. .... Art	1919 1919 1921	10½ 3	1,750	.....	1,300 1,100
West Lorne	Meadows, Persie C. .... Cook, Ida M. ....	B.A., Queen's.	.....	Art ..... Phys. Cul.	1918 1919	9½ 1½	1,500	.....	1,100
Westmeath, 2 Westmeath.	Fraser, Nancy H. .... (Int.)	.....	.....	.....	1920	½	1,200	.....	.....
†Westport	Knapp, Gertrude	.....	.....	Art	1920	6½	1,450	.....	.....
†Westport (R. C. S. Sch.)	McDonnell, Margt. (Sr. St. Clare) ..... (Int.) **	B.A., Queen's.	.....	Art, Phys. Cul. ....	1919	1½	1,000	.....	.....
Winona, 1 Saltfleet	Harris, Emarilla B. .... (Int.)	.....	.....	Art, Phys. Cul. ....	1920	1½	1,300	.....	.....
Wroxeter	Burchill, Mrs. Jean S. .... Sanderson, Elizabeth M. ....	.....	.....	Phys. Cul. .... Art, Phys. Cul.	1919 1918	15½ 2½	1,300	.....	1,000

\*Endorsed for Principalship.

\*\*Temporary certificate as Principal

†One teacher devotes full time and one, half time to Continuation School work.



## SUMMARY, CONTINUATION SCHOOLS, JANUARY, 1921

Number of Schools, Sex and Number of Teachers, and Percentages		Salaries		University Graduates, Specialists, etc.	
Schools					
Three-teacher Schools	8	Highest Salary, Principals	\$3,000	Graduates	47
Two-teacher Schools	100	“ Male Assistants	1,800	Non-graduates	208
*One-teacher Schools	36	“ Female Assistants	1,700	Percentage of Graduates, Jan., 1921	18.43
				“ “ 1920	27.45
Number of Schools	144	Average Salary, Principals	1,579	Percentage of Non-Graduates, Jan., 1921	81.56
Increase for the year	7	Increase for the year	276	“ “ 1920	72.54
Teachers				Specialists, Jan., 1921	22
Men	71	Average Salary of Assistants	1,229	Interim Specialists, Jan., 1921	35
Women	184	Increase for the year	300	Percentage of Specialists and Interim Specialists, Jan., 1921	22.35
		Average Salary, all Teachers	1,424	Percentage of Specialists and Interim Specialists, Jan., 1920	23.36
Total	255	Increase for the year	285	Elementary Certificates in Art	70
		Average Salary, Male Assistants	1,356	“ “ Physical Culture	123
		Increase for the year	389	“ “ Household Science	1
				“ “ Farm Mechanics	4
				Intermediate Certificates in Agriculture and Horticulture	10
		Average Salary, Female Assistants	1,215	Teachers holding Elementary or Intermediate Certificates, Jan., 1921	166
		Increase for the year	288	Increase for the year	14
Percentages					
January, 1921: Men	27.84;	Women	72.15		
“ 1920: “	25.81;	“	74.18		
“ 1919: “	27.77;	“	72.22		
“ 1914: “	31.65;	“	68.34		
“ 1912: “	39.44;	“	60.55		

\*Thirteen of these schools have in addition one teacher who devotes at least half time to Continuation School work.

## III. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment		No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
									Principal	Male Assistants	Female Assistants
									\$	\$	\$
Barrie	Girdwood, Arthur R.	B.A., McM.	Math.	Phys. Cul. (Int.), Sci.	1919	17	41	2,875	2,875	2,500	1,700
	Ramage, George E.	B.A., McM.	Phys. Cul. (Int.), Sci.	Art.	1921	41	53	.....	.....	.....	1,700
	Dewar, Nora G.	B.A., Queen's	Classics	Eng. & Hist., Phys. Cul.	1920	53	21	.....	.....	.....	1,700
	McCallum, Mary A.	B.A., Queen's	Eng. & Hist., Phys. Cul.	Mod. and Hist., Phys. Cul.	1920	41	4	.....	.....	1,800	1,600
	Guthrie, Ethel R.	B.A., Queen's	Phys. Cul.	Com.	1920	41	1	.....	.....	.....	1,700
	Graham, Herbert W. (Int.)	B.A., Queen's	Phys. Cul.	Art	1920	41	41	.....	.....	.....	1,380
	Pirie, Lizzie B.	B.A., Tor.	Phys. Cul. (Int.)	Phys. Cul.	1920	31	41	.....	.....	.....	1,700
	Henry, Esther A.	B.A., Tor.	Phys. Cul. (Int.)	Phys. Cul.	1920	31	41	.....	.....	.....	1,380
	Keagey, Jessie L.	B.A., Tor.	Phys. Cul. (Int.)	Phys. Cul.	1915	6	11	.....	.....	.....	1,457
	Overholt, Arthur M.	M.A., McM.	Math.	Math.	1918	19	41	3,400	.....	.....	.....
Brantford	Burt, Arthur W.	B.A., Tor.	Math.	Mod. and Eng.	1893	42	.....	.....	2,500	.....	.....
	Coates, Daniel H.	B.A., Tor.	Math.	Math.	1893	33	.....	.....	2,375	.....	.....
	Passmore, Samuel F.	M.A., Tor.	Classics	Eng. & Hist., Phys. Cul.	1885	40	.....	.....	2,375	.....	.....
	Bunnell, Effie M.	B.A., Tor.	Classics	Eng. & Hist., Phys. Cul.	1891	29	.....	.....	.....	.....	.....
	Erwin, Willis M.	B.A., Queen's	Science	Eng. & Hist. (Int.), Art.	1918	41	31	.....	2,375	.....	2,375
	Matthews, Alma M.	B.A., McM.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1917	31	1	.....	.....	1,800	.....
	Miller, Frederick G.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1919	17	.....	.....	2,075	.....	1,900
	Franklin, Helen A.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1918	41	.....	.....	.....	.....	.....
	McFadden, Robt. W. El.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1916	52	.....	.....	2,075	.....	1,900
	Hanna, Lorna	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1917	4	.....	.....	.....	.....	1,700
	Hately, Enid Mary	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1918	21	.....	.....	.....	.....	1,700
	Ryan, Gertrude	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1912	11	.....	.....	.....	.....	1,700
	McAllister, Annie G.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1917	13	.....	.....	.....	.....	1,700
	Runnings, Joseph B. C.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1917	13	.....	.....	.....	.....	1,700
	Willoughby, Annie J.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1920	41	.....	.....	2,000	.....	1,700
	Shutlis, Adam	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1917	10	.....	.....	.....	.....	1,700
	Dixon, Nora G.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1896	24	11	.....	2,375	.....	1,700
	Shutlis, Adam	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1915	5	.....	.....	.....	.....	1,700
	Dixon, Nora G.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1915	5	.....	.....	.....	.....	1,700
	Shutlis, Adam	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1915	5	.....	.....	.....	.....	1,700
	Dixon, Nora G.	B.A., Tor.	Eng. & Hist. (Int.), Art.	Eng. & Hist. (Int.), Art.	1915	5	.....	.....	.....	.....	1,700

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is intermediate.)	Date of appointment		No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
									Principal	Male Assistants	Female Assistants
									\$	\$	\$
Brantford— Con.	Hartley, Edna E.	.....(Int.)	(Household Sc. Instr.)	.....	1918	6 $\frac{1}{2}$	4	4	.....	.....	1,450
	Mutter, James A.	.....(Int.)	(Man. Train. Instr.)	.....	1919	5	.....	.....	.....	2,200	.....
Brockville.....	Husband, Almeron J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.	.....	1895	25	3	3	3,100	.....	.....
	Thompson, Alva E.	B.A., Queen's	Math. & Phys. ....(Int.)	.....	1919	4	.....	.....	2,300	.....	.....
	Butcher, Frank H.	B.A., Tor.	Classics	.....	1920	4 $\frac{1}{2}$	.....	.....	2,200	.....	.....
	Anderson, John A.	B.A., Queen's	Science ....(Int.)	.....	1920	5 $\frac{1}{2}$	4	4	.....	2,200	.....
	Beattie, Lewis S.	.....	Phys. Cul.	.....	1910	12	.....	.....	2,100	.....	.....
	Giles, A. Edith	.....	Art	.....	1896	31	3	3	.....	.....	1,800
	Smith, Margaret	.....	Com.	.....	1920	26	3	3	.....	.....	1,600
	Roberts, Mabel E.	B.A., Queen's	Art	.....	1920	4 $\frac{1}{2}$	3	3	.....	.....	1,500
	Lewis, Marjorie B.	B.A., Queen's	Phys. Cul.	.....	1920	1 $\frac{1}{2}$	.....	.....	.....	.....	1,500
	Hammell, Ethel E. M.	B.A., Tor.	Eng and Hist.	.....	1920	3 $\frac{1}{2}$	9	9	.....	.....	1,600
Chatham.....	Twohey, William J.	M.A., Tor.	Classics	.....	1904	36	.....	3	3,200	.....	.....
	Sexsmith, William N.	B.A., Tor.	Eng. and Hist.	.....	1907	16 $\frac{1}{2}$	3	3	.....	2,500	.....
	Houston, Jessie	B.A., Tor.	Mods. and Hist.	.....	1913	16 $\frac{1}{2}$	.....	.....	.....	2,200	.....
	Asseltine, Oliver	M.A., Queen's	Math.	.....	1915	13 $\frac{1}{2}$	.....	.....	.....	2,500	.....
	Challinor, John L.	.....	Phys. Cul	.....	1919	7	.....	.....	.....	1,900	.....
	Kirk, Gladys R.	.....	Phys. Cul. (Int.), Art.	.....	1917	6 $\frac{1}{2}$	1	1	.....	.....	1,700
	Haydon, William J.	M.A., McM.	Science	.....	1917	9 $\frac{1}{2}$	.....	.....	.....	2,500	.....
	Brimicombe, Bessie F.	.....	Com.	.....	1918	8	3	3	.....	.....	1,800
	Hewitt, Cora E.	B.A., Tor.	Mods. & Hist., Phys. Cul.	.....	1919	8 $\frac{1}{2}$	2 $\frac{1}{2}$	2 $\frac{1}{2}$	.....	.....	1,900
	Ross, Margaret C.	B.A., Trin., Dub.	Phys. Cul. ....(Int.)	.....	1919	6	.....	.....	.....	.....	1,600
	Ord, Annie Lillian	.....	Phys. Cul	.....	1921	2	6	6	.....	.....	1,600
	Campbell, Clara L.	.....	(Household Sci. Instr.)	.....	1918	3	8 $\frac{1}{2}$	8 $\frac{1}{2}$	.....	.....	1,600
	Mitchell, William J.	.....(Int.)	Man. Train.	.....	1920	1	1	1	.....	1,800	.....



Clinton	Trealeaven, John W.	B.A., Tor.	Classics	Phys. Cul.	1907	29	2,500	.....
	Macdonnell, Isabella J.	B.A., Tor.	Eng. & Hist., Fr. & Ger.	.....	1910	14½	3	1,750
	Mangan, Mary F.	Queen's	.....	.....	1921	1½	.....	2,000
	Helmkay, Dora L.	Queen's	Math.	Phys. Cul.	1919	1½	.....	1,700
	Edwards, Rebecca S.	.....	Art, Phys. Cul. (Int.)	.....	1919	11½	9	1,700
Cobourg	Linklater, Jessie L.	.....	.....	Art, Phys. Cul.	1920	3	13	1,000
	Arthur, Colin C.	M.A., Queen's	Science	.....	1893	29	1	2,700
	Jones, Laura L.	B.A., Tor.	Eng., Fr. and Ger.	.....	1898	27½	.....	1,800
	Davidson, Robert D. P.	B.A., Queen's	Science	P.C.A.&H., F.M.	1916	51	4	2,000
	Hickey, Philippa A. V.	.....	Phys. Cul.	.....	1916	8½	5	1,300
Collingwood	Elcoat, Hazel I.	B.A., Tor.	Com., Art	Phys. Cul.	1916	5	1½	1,800
	McKenzie, Russell N.	M.A., Tor.	Math. & Phys.	Phys. Cul.	1919	51	.....	2,000
	Affleck, Elsie J.	B.A., Tor.	Phys. Cul. (Int.), Classics	.....	1920	7½	.....	1,800
	Schultz, Marvin L.	.....	Phys. Cul.	.....	1920	1	.....	2,000
	Boggs, Grace	.....	(Household Sci. Instr.)	.....	1917	3½	7½	800
Fort William	Willoughby, Henry A. G.	M.A., Tor.	Science	.....	1919	3½	5½	2,900
	Atkinson, Wm. D. T.	B.A., Tor.	Phys. Cul. (Int.), Classics	.....	1919	4	.....	2,500
	Muirhead, Jessie L.	B.A., Tor.	Math. & Phys., Phys. Cul	.....	1918	3	3	2,000
	Ball, Emerson E.	B.A., Tor.	Mods. and Hist.	.....	1919	13½	.....	2,400
	Wilkie, Marion F.	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1919	10	.....	1,900
Fort William	Hind, Edith J.	Queen's	Com. (Int.)	.....	1919	12	3½	1,900
	Sinclair, Margaret	.....	Art	Phys. Cul.	1919	4½	13	1,600
	Parkhouse, Ezra E.	.....	(Man. Train. Instr.)	.....	1920	2	1	1,000
	Douglas, M. Leona	.....	(Household Sci. Instr.)	.....	1920	2	2	1,000
	Wood, Elmore E.	M.A., McM.	Phys. Cul., Math.	.....	1912	17½	2	3,500
Fort William	Parlee, Edith	.....	Art, Com.	.....	1908	26½	10	2,600
	Grant, Christine C.	B.A., Tor.	Mods. and Hist.	.....	1908	17½	9	2,600
	Cornell, Maurice L.	M.A., Queen's	Math.	.....	1910	13½	.....	2,600
	Ogilvie, Alvin I.	B.A., McM.	Mods.&H. (Int.) Eng.&Hist.	.....	1914	11½	.....	2,600
	Breslove, David	M.A., Tor.	Classics	Phys. Cul.	1919	3½	.....	2,600
Fort William	MacLaurin, James L.	M.A., McM.	Science	Phys. Cul.	1918	9	.....	2,600
	Millar, Maude	.....	Art, Phys. Cul. (Int.)	.....	1917	6	½	1,800
	McGregor, Annie K.	B.A., Queen's	Phys. Cul.	.....	1919	11	.....	2,200
	Leary, Clarence W.	B.A., Tor.	Phys. Cul.	Farm Mech.	1919	2½	3	2,200
	Fritz, Olive E.	.....	Com.	.....	1919	10	.....	2,200
Fort William	McLachlan, Christina R. (Int.)	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1920	3	4	1,600
	Everson, Evelyn M.	.....	Household Sci.	.....	1914	8½	5	2,000
	DeGroat, Charles M.	.....	Man. Train. (Int.)	.....	1918	3½	3	2,000
	.....	.....	.....	.....	.....	.....	.....	.....
	.....	.....	.....	.....	.....	.....	.....	.....

\*Qualified to teach Spanish.

List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Galt	Gundry, Arthur P.	B.A., Tor.	Science	Ag. & H., F. M.	1914	29½	3	3,200		
	Carscadden, Thomas	M.A., Tor.	Eng. and Hist.		1881	45	3		2,350	
	Hamilton, Robert S.	M.A., Tor.	Science		1894	31			2,350	
	Carter, Janet W.	M.A., Tor.	Eng. & H. (Int.), Fr. & Gr.		1901	28				2,350
	Hardy, John H.	B.A., Tor.	Classics, Phys. Cul.		1920	4½			2,350	
	Challen, Newton E.	B.A., McM.	Math., Phys. Cul.		1920	9½	3		2,350	
	Fraser, Lulu B.		Phys. Cul. (Int.), Art.		1916	8½	2½			1,650
	Weatherill, Helen E. M.		Com., Art.		1918	9½	1			1,650
	McKee, William C.	(Int.)	Phys. Cul.		1919	1½	5½		1,650	
	Harding, Mary J.	B.A., Tor.	Phys. Cul. (Int.)		1919	3	5½			1,650
	Hinchley, John M.	(Int.)	Phys. Cul.		1920	½	5½		1,650	
	Quinn, Mamie Gladys		Com., Art.		1920	4	1½			1,650
	Rayfield, Fred W.	B.A., McM.	Manual Training (Int.)		1921	4	4		1,650	
	Phelan, Frank J.	B.A., Tor.	Ho. Sci., Phys. Cul.		1916	6½	5		1,900	
Goderich	Baillie, Grace S. T.	(Int.)			1920	1½				1,650
	Hume, John P.	B.A., Queen's	Science	Agr. & Hor.	1911	29		2,500		
	Robertson, Alexander M.	M.A., Queen's	Math., Fr. and Ger.		1908	25½	3		2,000	
	Clifford, Margaret K.	M.A., B.Pæd., Qn's	Mod. & Hist., Eng. & Hist.		1912	13½	5			2,000
	Fletcher, Beatrice L.	B.A., Tor.	Classics	Phys. Cul.	1919	10½	2½			1,700
Guelph	Hodge, Gertrude Agnes	B.A., Tor.	Phys. Cul. (Int.)		1909	12	1			1,600
	Anderson, Beatrice E.		Com. Art. (Int.)	Phys. Cul.	1919	10½	3			1,750
	Govenlock, Janet S.		Art		1918	3½	1			1,400
	Davison, James	B.A., Vic.	Math.		1892	46	2	2,600		
	Skinner, Kate C.	B.A., Tor.	Eng., Hist., Fr. & Ger.		1895	26	1			2,000

Charlesworth, John W. ....	B.A., Queen's	Sci.	Phys. Cul.	1915	30	3½	2,425	2,400	.....
Leckie, Bruce E. ....	B.A., McM.	Classics	.....	1921	10½	2	.....	2,000	.....
Urquhart, Mrs. Ethel K. ....	B.A., Tor.	Com.	.....	1919	13½	.....	.....	1,800	.....
Blyth, Sara. ....	.....	Art	.....	1910	15½	7	.....	1,600	.....
Humphries, B. Rowena. ....	.....	Art	.....	1913	11	3	.....	1,500	.....
Knight, Florence I. ....	B.A., Tor.	Art (Int.), Phys. Cul.	.....	1918	3½	.....	.....	1,250	.....
Shaw, Elsie M. ....	..... (Int.)	Phys. Cul.	.....	1918	2½	½	.....	1,600	.....
Worden, Ernest H. G. ....	..... (Int.)	Phys. Cul.	.....	1919	31	.....	.....	1,500	.....
Baxter, Helen F. ....	B.A., Queen's	.....	Phys. Cul.	1920	1½	1½	.....	1,300	.....
Pigott, Margaret. ....	.....	.....	.....	1920	2½	8	.....	.....	.....
Turner, John B. ....	B.A., Queen's	Math., Science	.....	1885	39	3	3,900	.....	.....
Hogarth, Eber S. ....	B.A., Tor.	Eng., Fr. and Ger.	.....	1892	32	.....	.....	3,500	.....
McGarvin, Michael J. ....	B.A., Tor.	Mods. and Hist.	.....	1919	12	2	.....	3,300	.....
Simpson, Benjamin L. ....	M.A., Queen's	Math.	.....	1905	15½	3	.....	3,300	.....
Johnston, George L. ....	B.A., Queen's	Art, Com.	.....	1888	33	3	.....	2,950	.....
Morris, Arthur W. ....	M.A., Tor.	Classics	.....	1906	16	5	.....	3,300	.....
Morrison, Edward. ....	B.A., Tor.	Science, Math.	.....	1907	14½	6	.....	3,300	.....
Armstrong, George F. ....	B.A., Tor.	Math.	.....	1907	18½	1½	.....	2,950	.....
Marshall, Charles F. ....	B.A., Tor.	Science	.....	1909	13½	.....	.....	2,850	.....
Freeman, John A. ....	B.A., Tor.	Classics	.....	1909	32	.....	.....	2,850	.....
McGee, Cyril H. ....	B.A., Trin.	Math.	.....	1909	24	.....	.....	2,850	.....
Collins, Herbert E. ....	B.A., Tor.	Mods. and Hist.	.....	1911	14½	.....	.....	2,850	.....
Sheppard, Alton M. ....	B.A., Tor.	Math.	.....	1911	12	2½	.....	2,750	.....
Edwards, John J. ....	B.A., Queen's	Fr. and Ger.	.....	1919	10	6	.....	2,700	.....
Price, Charles F. ....	B.A., Tor. & West.	Eng. and Hist.	.....	1913	10	8	.....	2,700	.....
Foucar, Walter K. ....	M.A., Tor.	Eng. & Hist., Fr. & Ger.	.....	1914	25½	.....	.....	2,650	.....
Beck, Clinton G. ....	B.A., Queen's	Mds. & H., (Int.) E. & H.	.....	1914	7½	¾	.....	2,500	.....
Pugh, Harry C. ....	B.A., Tor.	Science (Int.)	.....	1915	6½	2½	.....	2,450	.....
Devitt, S. Girvin. ....	B.A., Tor.	Phys. Cul. (Int.)	.....	1915	6½	2	.....	2,400	.....
Gordon, James I. ....	B.A., Tor.	Classics	.....	1918	21	3½	.....	2,300	.....
Clarke, Walter. ....	B.A., McM.	Science	.....	1919	5½	3	.....	2,500	.....
Elliott, Henry E. ....	B.A., Queen's	Art (Int.)	.....	1919	6½	.....	.....	2,300	.....
McCrimmon, Leon Ross. ....	M.A., McM.	Science (Int.)	.....	1919	6½	.....	.....	2,300	.....
Hill, Mary A. ....	.....	Art (Int.)	.....	1909	19	4	.....	1,700	.....
Edwards, Mabel C. ....	.....	Phys. Cul.	.....	1908	14½	.....	.....	1,700	.....
Brown, Margaret S. ....	B.A., Tor.	Phys. Cul.	.....	1917	5½	2	.....	2,100	.....
Ettinger, Karl F. ....	B.A., Queen's	Science	Phys. Cul.	1920	1	.....	.....	2,100	.....
Teeter, Clarence G. ....	(Int.)	Science	.....	1920	3	.....	.....	2,100	.....
Taylor, Frederick. ....	B.A., McM.	(Man. Train. Instr.)	.....	1918	8	3	.....	2,100	.....
Mitchell, Lola K. ....	B.A., Tor.	Ho. Sci. (Phys. Cul. Instr.)	.....	1920	1	.....	.....	1,700	.....
Cornelius, John R. ....	.....	(Phys. Cul. Instr.)	.....	1919	1½	.....	.....	2,300	.....



## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Ingersoll	Shales, William E.	M.A., B.Pæd., Q'n's.	Science, Phys. Cul.	Agr. & Hor.	1914	62	4	\$ 3,000	\$	\$
	Hudson, Annie L.	B.A., Tor.	Com. Art.	Phys. Cul.	1917	71	12½	.....	.....	1,800
	Martin, Jean E.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1918	4	.....	.....	.....	1,900
	Roach, Edith E.	(Int.) B.A., Tor.	Mods. & Hist., Phys. Cul.	Phys. Cul.	1919	1	.....	.....	.....	1,700
	Clark, Olive L.	(Int.) B.A., McM.	Classics	Phys. Cul.	1919	1	.....	.....	.....	1,800
	Dinsmore, Herbert B.	(Int.) B.A., Tor.	Phys. Cul.	Phys. Cul.	1920	1	.....	.....	1,800	.....
	Garrow, Ada M.	(Int.) B.A., Tor.	Eng. & Hist.	Phys. Cul.	1921	1	.....	.....	.....	1,500
	Kendall, Sybel M.	B.A., Tor.	Household Sci.	Phys. Cul.	1918	2½	.....	.....	.....	1,350
	Weir, Norman L.	(Int.)	(Man. Train. Instr.)	.....	1919	1	3½	.....	1,600	.....
	Sliter, Ernest O.	M.A., Tor.	Classics	.....	1888	33	.....	3,700	.....	.....
Kingston	Otto, George S.	B.A., Queen's	Phys. Cul., Mods. and Hist.	.....	1917	61	3	.....	2,400	.....
	Saunders, William J.	M.A., Q'n's, M.S., Chi.	Science	.....	1908	20½	3	.....	2,400	.....
	Shurtleff, William M.	B.A., Queen's	Art. Com.	.....	1913	11½	8	.....	2,400	.....
	Chown, Hattie L.	B.A., Tor.	Eng. and Hist.	..... (Int.)	1905	16	20	.....	.....	1,750
	Fraser, James W.	B.A., Tor.	Math.	.....	1904	17½	10	.....	2,350	.....
	Hedley, William P.	B.A., Tor.	Fr. and Ger., Eng., Hist.	.....	1908	16½	8	.....	2,300	.....
	Henstridge, Elizabeth	M.A., Queen's	Com.	..... (Int.)	1907	19½	7	.....	.....	2,150
	Hitsman, Samuel A.	B.A., Queen's	Phys. Cul.	..... (Int.)	1916	6½	20	.....	2,150	.....
	Kelly, James W.	B.A., Queen's	Phys. Cul.	..... (Int.)	1912	8½	15	.....	2,150	.....
	McCormack, Mary Irene	B.A., Queen's	Classics	..... (Int.)	1919	13	.....	.....	.....	1,850
	Shaver, Charles A.	B.A., Queen's	Mods. and Hist.	.....	1919	11½	4½	.....	2,250	.....
	Stock, Dora H.	(Int.) M.A., Queen's	Phys. Cul.	.....	1919	2½	.....	.....	.....	2,050
	Hiscock, May B.	B.A., Queen's	Phys. Cul.	.....	1920	10½	.....	.....	.....	1,650
	Macpherson, Jean M.	(Int.) B.A., Queen's	Phys. Cul.	..... (Int.)	1920	1½	.....	.....	.....	1,500
	McPhail, Mary C.	(Int.) B.A., Queen's	Phys. Cul.	.....	1920	1½	.....	.....	.....	1,500
	Strader, Jamie W.	(Int.) B.A., Queen's	Phys. Cul.	.....	1920	1½	2	.....	1,800	.....
	Werte, Mary M.	(Int.) B.A., Queen's	(Drill Instructor)	.....	1920	1½	1	.....	1,800	.....
	Palmer, George A.	.....	.....	.....	1910	10	.....	.....	1,100	.....

Kitchen- Waterloo ..	Forsyth, David .....	B.A., Tor. ....	Math. ....	1901 .....	43½ .....	1 .....	3,000 .....	.....	.....
	Brown, Harry W. ....	B.A., Queen's .....	Art .....	1905 .....	15½ .....	17 .....	2,700 .....	.....	.....
	Pugsley, Edmund .....	B.A., Vic. ....	Science .....	1909 .....	30 .....	.....	2,500 .....	.....	.....
	Kerr, Charles S. ....	B.A., Tor. ....	Classics, Eng. and Hist. ....	1911 .....	33 .....	.....	2,500 .....	.....	.....
	Erb, Maurice .....	B.A., Queen's .....	Eng. and Hist. ....	1917 .....	4½ .....	5 .....	2,400 .....	.....	.....
	Hubbs, Mary W. ....	B.A., Queen's .....	Fr. and Ger. ....	1919 .....	5½ .....	.....	1,800 .....	.....	.....
	Mallory, Bertha .....	.....	Phys. Cul., Com. ....	1913 .....	13½ .....	10 .....	1,800 .....	.....	.....
	Lee, Anna A. ....	.....	Art .....	1912 .....	11 .....	4 .....	1,500 .....	.....	.....
	Barber, Etta L. ....	.....	Phys. Cul. ....	1914 .....	8½ .....	5½ .....	1,500 .....	.....	.....
	Jones, Stephanie W.* .....	.....	Manual Training .....	1915 .....	5 .....	1 .....	600 .....	.....	.....
Lindsay .....	Pengelly, Olympos R. ....	.....	Household Sci. ....	1919 .....	6 .....	5 .....	2,100 .....	.....	.....
	Maus, Adah .....	B.A., Tor. ....	(Physical Instr.) .....	1920 .....	1½ .....	.....	1,500 .....	.....	.....
	Samson, Paul A. ....	.....	.....	1920 .....	.....	.....	900 .....	.....	.....
	Kirkconnell, Thomas A. ....	B.A., Qn's, LL.D., Tor. ....	Math. ....	1908 .....	35 .....	3 .....	3,375 .....	.....	.....
	Jennings, Edwin Wm. ....	B.A., Tor. ....	Eng. and Hist. ....	1909 .....	13 .....	4 .....	2,500 .....	.....	.....
	Firth, Thomas .....	M.A., Tor. ....	Science .....	1912 .....	10½ .....	2½ .....	2,500 .....	.....	.....
	Hamblly, Philo K. ....	B.A., McM. ....	Classics .....	1918 .....	3½ .....	.....	2,375 .....	.....	.....
	Johnson, Alfred .....	B.A., Queen's .....	Phys. Cul. ....	1916 .....	4½ .....	.....	2,250 .....	.....	.....
	Lucas, Gavin A. ....	B.A., Tor. ....	Com. ....	1910 .....	18 .....	6 .....	2,500 .....	.....	.....
	Montgomery, Mayme I. ....	B.A., McM. ....	Art, Fr. and Ger. ....	1917 .....	7½ .....	.....	2,125 .....	.....	.....
London .....	Corkery, Florence .....	B.A., McM. ....	Art, Eng. & Hist. ....	1919 .....	13 .....	3 .....	1,750 .....	.....	.....
	Moir, Catherine E. ....	M.A., Queen's .....	Art, (Int.), Phys. Cul. ....	1908 .....	26½ .....	4 .....	1,750 .....	.....	.....
	Shook, Muriel A. ....	.....	Phys. Cul. ....	1918 .....	8½ .....	.....	1,750 .....	.....	.....
	Davis, Eleanor A. ....	B.A., Tor. ....	.....	1919 .....	5½ .....	1½ .....	1,625 .....	.....	.....
	Mooney, Wm. H. T. ....	B.A., Tor. ....	Classics .....	1903 .....	18½ .....	6 .....	3,600 .....	.....	.....
	Riddell, Frank P. ....	B.A., Tor. ....	Classics .....	1908 .....	31 .....	.....	2,600 .....	.....	.....
	MacDonald, George L. ....	B.A., Tor. ....	Eng., Fr. and Ger. ....	1908 .....	28 .....	7 .....	2,650 .....	.....	.....
	Martin, Stephen .....	B.A., Tor. ....	Math. ....	1912 .....	34 .....	3½ .....	2,600 .....	.....	.....
	Calvert, Joseph F. ....	M.A., McM. ....	Science .....	1909 .....	16 .....	1½ .....	2,600 .....	.....	.....
	Firth, Joseph W. ....	B.A., Tor. ....	Science .....	1914 .....	13 .....	2 .....	2,600 .....	.....	.....
London .....	Gray, Neil R. ....	B.A., Tor. ....	Mods. and Hist. ....	1904 .....	17½ .....	3 .....	2,750 .....	.....	.....
	Dickinson, James A. ....	.....	Com. ....	1895 .....	34 .....	4 .....	2,650 .....	.....	.....
	Buchanan, John A. ....	B.A., Queen's .....	Com. ....	1907 .....	19 .....	3½ .....	2,500 .....	.....	.....
	Walker, Arthur J. ....	B.A., Queen's .....	Com. ....	1908 .....	17½ .....	8 .....	2,550 .....	.....	.....
	Cameron, John H. ....	.....	.....	1911 .....	22 .....	9 .....	2,500 .....	.....	.....
	McNeil, William G. ....	B.A., Queen's .....	Eng. and Hist. ....	1918 .....	5½ .....	3½ .....	2,600 .....	.....	.....
	Goldstick, Isidore .....	M.A., Tor. ....	Mods. and Hist. ....	1917 .....	3½ .....	.....	2,500 .....	.....	.....
	Bluet, Claude K. ....	B.A., Queen's .....	.....	1912 .....	8½ .....	14 .....	2,400 .....	.....	.....
	Miller, Everton A. ....	B.A., McM. ....	Classics .....	1918 .....	8½ .....	3 .....	2,500 .....	.....	.....
	Umlin, William R. ....	B.A., Queen's .....	Math. ....	1919 .....	3½ .....	1½ .....	2,500 .....	.....	.....

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## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1920—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment			No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
										Principal	Male Assistants	Female Assistants
London—Con..	Menhennick, Ada M.	B.A., McM.	Mods. and Hist.		1914	8½	3½	8½	3½	\$	\$	\$
	McCamus, Bessie	B.A., Tor.	Eng. and Hist., Art		1913	11	2½	11	2½	2,100	2,100	2,100
	Kelso, Alice C.				1897	25½	2½	25½	2½	2,100	2,100	2,100
	Winnett, Violet E.	B.A., Western			1912	8½	2½	8½	2½	2,500	2,500	2,500
	Oates, Thomas W.	B.A., Queen's	Com.		1915	9½	2	9½	2	2,550	2,550	2,550
	Blake, Richard J.		Com.		1915	12½	2	12½	2	1,200	1,200	1,200
	Davidson, S. Kelso		(Art Instructor)		1887	40		40		2,100	2,100	2,100
	Syme, John J.*		Phys. Cul.		1916	15½	2	15½	2	2,200	2,200	2,200
	Morgan, Pearl S.		Phys. Cul. Com.		1919	6½	3½	6½	3½	2,200	2,200	2,200
	Squire, William J.		Phys. Cul. (Int.), Com		1919	6½	1½	6½	1½	2,200	2,200	2,200
	Buck, Charles S.		Art, Phys. Cul.		1919	1½	2	1½	2	2,500	2,500	2,500
	McCann, Dorothy	(Int.)	Eng. and Hist.		1920	12½	4½	12½	4½	2,550	2,550	2,550
	McEachern, John G.	B.A., Queen's	Classics		1920	22½	4½	22½	4½	2,500	2,500	2,500
	Dolan, John H.	B.A., Queen's	Science	(Int.)	1920	4½	4½	4½	4½	2,500	2,500	2,500
	Brown, Duncan	M.A., Queen's	Mods. and Hist.		1920	4½		4½		1,700	1,700	1,700
	Hofferd, Mrs. Florence V.	B.A., Tor.			1920	4½		4½		1,700	1,700	1,700
	Carr-Harris, Mrs. Marion	(Int.)			1920	1½		1½		1,700	1,700	1,700
	Jackson, Katherine M.	B.A., Queen's	Phys. Cul., Mods and Hist.		1920	11		11		1,700	1,700	1,700
	Skelton, Minnie M.	B.A., Tor.	Art		1920	1½	30	1½	30	2,400	2,400	2,400
	Adams, William A.	B.A., West.	Manual Training		1917	11	20	11	20	2,200	2,200	2,200
	Macpherson, Mary C.	(Int.)	(Household Sci. Instr.)		1908	18		18		2,000	2,000	2,000
Morrisburg	Tanton, Francis	B.A., Queen's	Phys. Cul. (Int.), Man. T.		1920	13½	7	13½	7	2,500	2,500	2,500
	O'Neill, Morgan J.	M.A., Queen's	Math. & Phys. (Int.)		1919	6½	2½	6½	2½	2,000	2,000	2,000
	Boyd, Annie A.	M.A., Queen's	Com., Science		1907	16½	8	16½	8	1,700	1,700	1,700
	Carscadden, Helen M.B. (Int.)	B.A., Tor.	Art		1921	2		2		1,500	1,500	1,500
	Baird, Mabel M.	B.A., Tor.	Mods. and Hist.		1919	11		11				



	Blakeley, Alexander W. (Int.)	B.A., Tor.			Phys. Cul.	1920	1			1,500	
Napanea	Maclean, Godwin V.	M.A., Tor.	Math.			1913	28	12	2,200		
	Baker, Sarah J.		Com.		Phys. Cul.	1914	15	22			1,600
	Ross, Frances C.	(Int.)	Classics		Phys. Cul.	1919	13				1,600
	O'Reilly, B. Teresa	B.A., Tor.	Mods. & H., Ph. Cul. (Int.)			1920	3				1,600
	Gillard, Leah A.		Art			1920	7	1			1,600
	McEachran, Mary	B.A., Queen's	Phys. Cul.			1920	14	7			2,000
Niagara Falls	Fielding, Ewart L.	B.A., Tor.				1921	12			2,000	
	Dickson, James D.		Math.			1893	33	3	3,100		
	Walker, David M.	B.A., Tor.	Com.			1893	31	16		2,500	
	Will, George E.	B.A., Tor.	Classics			1901	20	3		2,500	
	Bielby, George H.	B.A., Tor.	Science			1913	13	7			
	Howson, Alexandra A.	B.A., Queen's	M. & H. (Int.), F. & G., Ph. Cl.			1916	11	2			2,100
North Bay	Whitelock, Stanley G.	(Int.)	Phys. Cul.			1918	23	3		2,200	
	Dickson, Helen M.	B.A., Queen's	Com., Art	(Int.)	Phys. Cul.	1920	7	2			2,000
	VanAlstyne, Susan A.	B.A., Tor.	Math.			1918	8	3			2,100
	Herrington, Bertha C.	B.A., Tor.	Phys. Cul. (Int.)	Mods.		1921	3			2,000	
	Grainger, Luella	B.A., Queen's	and Hist.			1921	8	2			1,700
	McLean, Lea Nora	(Int.)	Art			1921	1	2			1,700
Orillia	Mitchell, Janet A.	(Int.)	Household Sci., Phys. Cul.			1919	2	6			1,800
	Currie, William F.	(Int.)	(Man. Train. Instr.)			1920	2			1,800	
	Wallace, Frank D.		Math.			1913	10		2,750		
	Devitt, Leslie K.	(Int.)	Phys. Cul.			1920	1	1		2,200	
	Whyte, Marion I.	B.A., Tor.	Mods. and Hist.		Phys. Cul.	1920	11	1			1,800
	Colbeck, Marjorie M.	B.A., Tor.	Classics		Phys. Cul.	1920	6				1,800
Orillia	Taylor, May M.	B.A., Queen's	Eng. and Hist.	(Int.)	Phys. Cul.	1920	4	5			1,600
	King, Eva W.	B.A., Tor.	Phys. Cul.			1920	6				1,700
	Ewing, Florence M.	B.A., Queen's	Phys. Cul.	(Int.)		1920	16	2			1,600
	Scott, Jessie M.				Phys. Cul.	1920	9	2			1,700
	McGregor, Pearl					1920	2	3			1,500
						1921	7				
Orillia	Lillie, John T.		Classics			1910	35		3,000		
	McGill, David H.	B.A., Vic.	Science			1914	9	3		2,500	
	Robb, George W.	M.A., Queen's	Math. and Phys., Ph. Cul.			1920	3	1		2,000	
	Watterworth, Grace M.	B.A., McM.	Com.			1914	13	2			2,100
	Cryderman, May	B.A., Tor.	Eng. and His.		Phys. Cul.	1918	6				1,800
	Lees, Margaret A.	B.A., Queen's	Ph. Cl. (Int.), Mods. & H.			1920	3	4			1,600

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Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Orillia— <i>Con.</i>	Hamilton, Agnes I.	.....	Art	Phys. Cul.	1919	7½	.....	\$	\$	\$
	Steele, Walter S.	B.A., Queen's	Phys. Cul.	..... (Int.)	1920	3½	7½	.....	1,800	1,650
	Carrie, Violet G.	B.A., Tor.	Phys. Cul.	.....	1920	2½	.....	.....	.....	1,300
Ottawa	McDougall, Alex. H.	B.A., Tor., I.L.D., Qn's	Math.	.....	1889	32½	.....	4,500	.....	.....
	Norris, Isaac T.	B.A., Queen's	Math.	.....	1898	25	.....	.....	3,200	.....
	Stothers, Robert	B.A., Queen's	.....	.....	1887	34	8	.....	3,200	.....
	Gilchrist, Dugald A.	B.A., B.Pæd., Tor.	Eng. and Hist.	.....	1912	15½	8	.....	3,200	.....
	Smeaton, William	B.A., Tor.	Science	.....	1906	20½	1½	.....	3,100	.....
	Muir, Jessie	M.A., Queen's	Fr. and Ger.	.....	1909	11½	8	.....	.....	2,900
	Hood, Finlay	B.A., Queen's	Com. (Int.), Art	.....	1906	16	7	.....	3,200	.....
	Simpson, Robert S.	B.A., Queen's	Com.	.....	1903	22	9	.....	3,200	.....
	Tomkins, Elizabeth A.	.....	.....	.....	1902	18½	19	.....	.....	2,800
	Mann, Harry Clarke	B.A., McM.	.....	.....	1907	13½	6	.....	2,900	.....
	Graham, William A.	B.A., Tor.	.....	.....	1908	22½	8	.....	2,900	.....
	Kaiser, Jesse B.	.....	.....	.....	1909	27	4	.....	3,000	.....
	Mabee, George E.	B.A., Tor.	Classics, Fr. and Ger.	.....	1910	27½	.....	.....	2,900	.....
	Lane, James S.	B.A., Tor.	Fr. and Ger.	.....	1911	24	.....	.....	2,900	.....
	Stewart, George B.	B.A., Queen's	Math.	.....	1911	11½	2	.....	3,000	.....
	Smith, Henry Lloyd	.....	Com.	.....	1912	11	6½	.....	3,000	.....
	Howie, James R.	.....	.....	Phys. Cul.	1914	7½	.....	.....	2,560	.....
	Anderson, Frank C.	B.A., M.D., C.M., Qn's	Science, Com.	.....	1914	15½	5	.....	2,900	.....
	Latour, Charles A.	B.A., B.L., Laval	.....	.....	1914	6½	1	.....	2,400	.....
	Stuart, Frederick A.	M.A., Tor.	Science	.....	1915	25	.....	.....	2,900	.....
	Barstone, A. Thomas	B.A., Queen's	.....	.....	1915	10½	1½	.....	2,500	.....
	MacMinn, Marie	B.A., Queen's	Mods.&H., P.C. (Int.) E.&H.	.....	1915	5½	.....	.....	.....	2,100

Owen Sound...	Gilhooly, Beatrice C. ....	B.A., Queen's	Eng and Hist.	.....	1915	5½	.....	2,200
	Hills, Minnie E. ....	B.A., Tor.	Math.	.....	1916	19	.....	2,600
	Johnston, Agnes M. ....	B.A., McM.	Art, Com.	Phys. Cul.	1916	17	2	2,500
	Burridge, Arthur A. (Int.)	B.A., McM.	Phys. Cul.	.....	1916	4½	.....	2,400
	MacKay, Donald A. ....	M.A., Queen's	Science	.....	1916	4½	.....	2,800
	Redick, Claire L. ....	B.A., Tor.	Phys. Cul.	.....	1917	5½	.....	2,300
	Kilpatrick, Jessie S. ....	B.A., Queen's	Phys. Cul.	.....	1917	7	1½	2,200
	Clothier, James O. ....	B.A., Queen's	Fr. and Ger.	(Int.)	1918	22½	.....	2,900
	Irwin, Norman A. ....	B.A., Queen's	Phys. Cul.	.....	1919	8½	1½	2,600
	McCamus, William R. ....	B.A., Tor.	Phys. Cul. (Int.), Class.	.....	1919	4	.....	2,200
	Thoms, Clarence J. ....	B.A., McM.	Eng. and His.	.....	1919	3½	3	2,200
	Forward, Mrs. Ida F. ....	B.A., McM.	.....	.....	1919	8½	.....	1,800
	McKinley, Clara B. ....	B.A., Tor.	Classics	.....	1920	8½	.....	2,100
	Smith, George R. ....	B.A., Tor.	Math.	.....	1920	9½	3½	2,700
	Cowie, Helen ....	B.A., Tor.	Mod. and Hist.	.....	1920	3	.....	2,100
	Tennant, Herbert M. ....	B.A., Tor.	.....	.....	1920	1½	3	1,900
	Kenyon, William A. (Int.)	B.A., McM.	Classics	Phys. Cul.	1920	2	.....	1,900
	Locklin, Elva J. ....	B.A., Tor.	Art	.....	1920	7	4	1,700
	Ellis, George E. ....	B.A., Queen's	Phys. Cul.	.....	1920	1½	3	2,100
	Holmes, A. Benjamin. (Int.)	B.A., Tor.	.....	Phys. Cul.	1921	.....	.....	2,000
	Ashdown, Charles R. (Int.)	B.A., McGill	.....	Phys. Cul.	1921	.....	.....	2,000
Perth	Merritt, Robert N. ....	B.A., Tor.	Math.	.....	1916	21	1½	2,900
	Packham, James H. ....	B.A., Vic.	Math., Com.	Art	1884	37½	2	2,400
	Brown, Lyman ....	M.A., Tor.	Classics	.....	1903	23½	1½	2,400
	Elmslie, Wallace ....	B.A., Tor.	Mod. and Hist.	.....	1909	19½	.....	2,400
	Robertson, George A. ....	B.A., Tor.	Science	.....	1909	16½	5	2,400
	Whitely, Lester R. ....	B.A., Tor.	Mod. and Hist.	.....	1910	18½	.....	2,400
	Dowkes, William J. ....	.....	Phys. Cul.	.....	1903	17	12	2,000
	Power, Eva A. ....	.....	Com.	Phys. Cul.	1918	7½	3	1,700
	Somerville, Eva M. ....	B.A., Tor.	Art (Int.), Phys. Cul.	.....	1918	6	.....	1,500
	DeFoe, Eugenie M. ....	B.A., McM.	.....	.....	1918	4½	5	1,600
	Edgar, Margaret ....	.....	(Household Sci. Instr.)	Phys. Cul.	1919	1½	3½	1,450
	Prichard, Frances P. ....	.....	(Man. Train. Instr.)	.....	1906	14	.....	1,450
	Capel, John ....	.....	.....	.....	1919	2½	3	2,000
	Trench, William W. A. ....	B.A., Tor.	Phys. Cul., Classics	Com.	1918	16½	5	2,400
	Mott, Stella K. ....	B.A., Tor.	Art, Eng. and Hist.	.....	1918	9½	4	1,800
Perth	Philp, Nellie M. ....	B.A., Queen's	Phys. Cul., Science	.....	1918	5	4	1,800
	Raitt, Helena G. ....	M.A., Queen's	Fr. and Ger.	Phys. Cul.	1919	8	1	1,800
	Humphries, Wilhelmina M. ....	B.A., Queen's	Math. and Phys.	.....	1918	6½	.....	1,800
	McIlraith, Margaret I. (Int.)	B.A., Queen's	.....	.....	1920	2	1	1,300
	Reid, Edith L. ....	B.A., Queen's	Art, Com.	.....	1920	12½	6½	1,800





Port Arthur...	Howell, William B. L.	B.A., Tor.	Classics	1904	23	3,600	3,100	3,100
	Crauston, David L.	B.A., Tor.	Math.	1907	17	.....	3,100	.....
	Rosevear, Howard S.	B.A., Tor., M.A., Harv.	Com. (Int.), Science	1910	25	.....	.....	2,000
	Pull, Mary Jean	B.A., Tor.	Eng. and Hist.	1920	5 $\frac{1}{2}$	.....	.....	2,000
	Mackintosh, Agnes W.	B.A., Queen's	Eng. & Hist. Mods. & Hist.	1920	5 $\frac{1}{2}$	.....	2,400	.....
	Johnston, William B. (Int.)	B.A., Queen's	Phys. Cul.	1919	4 $\frac{1}{2}$	.....	.....	.....
	Bottoms, Emma M.	B.A., Queen's	Phys. Cul.	1921	8 $\frac{1}{2}$	.....	.....	2,000
	Watson, Mabel A.	B.A., Tor.	Com. Art	1920	3 $\frac{1}{2}$	.....	.....	1,999
	Holmes, Mary J.	B.A., Tor.	Ho. Sci. (Int.)	1920	2 $\frac{1}{2}$	.....	.....	1,800
	Evans, Fred J. (Temp.)	B.A., Tor.	(Man. Train. Instr.)	1918	3	.....	1,800	.....
Renfrew	Bryan, Hugh W.	M.A., Queen's	Classics	1907	23 $\frac{1}{2}$	2,800	.....	.....
	Baird, Alex. W.	B.A., Queen's	Eng., His., Fr. and Ger	1908	12 $\frac{1}{2}$	.....	2,400	.....
	Davies, Norman	B.A., McM.	Science, Phys. Cul.	1918	5 $\frac{1}{2}$	.....	2,300	.....
	Higginson, Maria A.	B.A., Queen's	Math.	1918	20	.....	.....	2,000
	Richardson, Kate	B.A., Queen's	Art (Int.), Com.	1920	25	.....	.....	1,900
	Scott, Rena C.	.....	Phys. Cul. (Int.)	1915	9 $\frac{1}{2}$	.....	.....	1,700
	Cameron, James	.....	Phys. Cul.	1919	6 $\frac{1}{2}$	.....	1,700	.....
	Ryan, Mae H.	B.A., Queen's	Art	1919	5 $\frac{1}{2}$	.....	.....	1,600
	Chalmers, C. Maude	B.A., Queen's	Mods and Hist. (Int.)	1919	3	.....	.....	1,300
	Coolican, Elsie T. (Int.)	B.A., Queen's	Mods and Hist. (Int.)	1919	3	.....	.....	1,300
St. Catharines.	Coombs, Albert E.	M.A., B.Pæd., Tor.	Classics	1909	28 $\frac{1}{2}$	2,800	.....	.....
	Odium, Eleanor D.	B.A., Trin.	Mods. and Hist.	1907	17 $\frac{1}{2}$	.....	.....	2,100
	Montgomery, William	B.A., Tor.	Math.	1920	18 $\frac{1}{2}$	.....	2,300	.....
	Jackson, John S. (Int.)	B.A., Queen's	Science	1919	2 $\frac{1}{2}$	.....	2,100	.....
	Anderson, Lillie C.	.....	Com.	1912	17	.....	.....	2,000
	Dawson, Viola M. (Int.)	.....	Eng. and Hist.	1920	1 $\frac{1}{2}$	.....	.....	1,300
	Lauder, Beatrice G.	M.A., Queen's	Eng. and Hist.	1912	9	.....	.....	2,000
	MacKenzie, Eva F.	.....	Art	1914	12 $\frac{1}{2}$	.....	.....	2,000
	Bell, Lily M.	M.A., Western	Art (Int.)	1914	9 $\frac{1}{2}$	.....	.....	1,850
	Moyer, Lina R.	B.A., Tor.	Phys. Cul. (Int.)	1918	3 $\frac{1}{2}$	.....	.....	1,400
	Danard, Charles H.	B.A., Tor.	Phys. Cul.	1919	3 $\frac{1}{2}$	.....	.....	1,400
	Poirier, Mary H.	.....	Phys. Cul.	1917	5 $\frac{1}{2}$	.....	1,900	.....
	Stark, Ethel M.	B.A., Tor.	Art	1916	6 $\frac{1}{2}$	.....	.....	1,600
	O'Connor, Kathleen B.	.....	Com.	1920	5 $\frac{1}{2}$	.....	.....	1,600
	Howie, Mabel F.	.....	Com.	1919	5 $\frac{1}{2}$	.....	.....	1,300
	Heinbecker, Edward G. (Int.)	.....	Com.	1920	9	.....	.....	1,800
	Halford, Aileen M. (Int.)	B.A., Tor.	.....	1920	1 $\frac{1}{2}$	.....	1,300	.....
	.....	.....	Art	1921	1 $\frac{1}{2}$	.....	.....	1,300
St. Mary's	Lamont, Alexander D.	B.A., Queen's	Math. (Int.)	1920	2 $\frac{1}{2}$	2,400	.....	.....
	Macpherson, Mary K.	B.A., Queen's	Mods. and Hist.	1918	3	.....	.....	1,450
	McLachlin, Janet E.	.....	Art	1920	5 $\frac{1}{2}$	.....	.....	1,300
	Bonis, Harry	B.A., Tor.	Classics	1920	30	.....	1,800	.....

\*Also holds degree of Doct-jug, Karlsruhe.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
St. Mary's— Continued..	Marlin, Lewis A. ....	M.A., Queen's	Science	.....	1920	11½	7	\$	2,000	\$
	Shillinglaw, Emily ... (Int.)	.....	Phys. Cul., Com.	.....	1920	13	13	.....	1,800	.....
	Stephens, James E. ... (Int.)	.....	Phys. Cul.	.....	1920	2	10	.....	1,500	.....
	Massecar, Ethelyn ... (Int.)	B.A., Queen's	Eng. & Hist.	.....	1920	2	10	.....	1,500	.....
St. Thomas ..	Voaden, Arthur .....	M.A., Queen's	Eng. and Hist.	.....	1903	26	2	3,000	.....	.....
	Liebner, Ernest O. ....	B.A., Queen's	Science	.....	1909	27	.....	2,300	.....	.....
	Gray, George L. ....	B.A., Tor.	Eng. and Hist.	.....	1909	13½	.....	2,300	.....	.....
	Bocking, William R. ....	M.A., Tor.	Ph. Cl. (Int.), Math. & Phys.	.....	1920	8½	1	.....	2,000	.....
	Wing, Henry .....	.....	Art	.....	1908	13	9	.....	2,000	.....
	Thomas, Neil J. ....	.....	Eng. and Hort.	.....	1910	11	7½	.....	2,300	.....
	Cook, Margaret .....	M.A., Tor.	Eng., His., Fr. & Ger.	.....	1903	25	.....	.....	2,300	.....
	Feasby, Harold G. ....	.....	Phys. Cul.	.....	1919	4	.....	1,800	.....	.....
	Stone, Alice B. ....	.....	Com.	.....	1913	18½	.....	.....	2,100	.....
	Tanner, Alice M. ....	.....	Com.	.....	1915	8½	8	.....	1,900	.....
	Edge, Mary E. ....	B.A., Tor.	Eng. and Hist.	..... (Int.)	1920	3½	11	.....	1,700	.....
	Tanner, Anne M. ....	.....	Phys. Cul., Com.	..... (Int.)	1917	4½	1	.....	1,700	.....
	Clipperton, Otto L. ....	B.A., Tor.	Art	.....	1921	.....	.....	.....	1,900	.....
	Pyke, Edgar W. ....	B.A., McM.	Classics, Phys. Cul.	.....	1920	.....	.....	.....	2,300	.....
	Traver, Lillie A. ....	B.A., Queen's	Eng. and Hist.	.....	1920	4½	3½	.....	1,700	.....
	Hartford, Leo .....	.....	Household Science	.....	1921	5½	.....	.....	1,900	.....
	Palmer, Ethel M. ....	.....	(Man. Train. Instr.)	.....	1914	7	5½	.....	1,700	.....
	Slatterie, Percy J. ....	.....	Man. Train.	.....	1920	1	.....	1,600	.....	.....
Sarnia.....	Brown, Clarence L. ....	M.A., McM.	Math.	.....	1918	11	2	3,000	.....	.....
	Grant, David M. ....	B.A., Tor.	Classics	.....	1885	37	.....	2,500	.....	.....
	Dent, William A. ....	.....	Science	.....	1904	23	2	2,500	.....	.....



Story, Gladys S. ....	M.A., Queen's	Mods. and Hist.	Phys. Cul.	1915	18	.....	.....	.....	2,500
Graham, Samuel T. H. ....	M.A., Tor.	Math. & Phys., Phys. Cul.	.....	1919	3 $\frac{1}{2}$	.....	2,300	.....	2,300
Harris, Mary A. ....	B.A., McM.	Mods. and Hist.	.....	1918	8 $\frac{1}{2}$	.....	.....	.....	2,100
Cruikshank, Libbie .....	.....	Com.	.....	1913	15 $\frac{1}{2}$	.....	.....	.....	2,100
Gordon, Mary M. ....	.....	Phys. Cul.	.....	1918	5 $\frac{1}{2}$	.....	.....	.....	1,800
Nichol, Christine B. ....	.....	Art, Phys. Cul.	.....	1919	5	.....	.....	.....	1,800
Winhold, Edward P. ....	.....	Phys. Cul.	.....	1920	3	.....	.....	.....	2,000
Kenyon, Grace .....	B.A., McM.	Eng. & Hist. (Int.), Class.	.....	1920	2 $\frac{1}{2}$	.....	.....	.....	1,800
Southcombe, William J. S. ....	B.A., Tor.	Class., Phys. Cul.	.....	1920	5 $\frac{1}{2}$	.....	.....	.....	.....
Oaks, Anna M. ....	B.A., Tor.	Phys. Cul (Int.), Mods. Hist.	.....	1921	2 $\frac{1}{2}$	.....	.....	.....	1,800
Young, Ralph H. ....	B.A., Queen's	Science (Int.)	Phys. Cul.	1921	8	.....	.....	.....	2,300
Heather, Ruth B. ....	.....	Com.	Phys. Cul.	1921	5 $\frac{1}{2}$	.....	.....	.....	1,800
Ross, John F. ....	M.A., Tor.	Math. & Phys., Phys. Cul.	.....	1913	7 $\frac{1}{2}$	.....	2,800	.....	.....
Hazen, Arthur C. ....	B.A., Tor.	Science (Int.)	Phys. Cul.	1915	5 $\frac{1}{2}$	.....	.....	.....	2,300
MacPherson, Pearl .....	B.A., Queen's	Classics	.....	1918	6 $\frac{1}{2}$	.....	.....	.....	1,750
Laing, Maybelle M. ....	B.A., Queen's	Mods. and Hist. (Int.)	Art.	1920	6 $\frac{1}{2}$	.....	.....	.....	1,700
Craig, Beatrice M. ....	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1920	.....	.....	.....	.....	1,300
Hartry, Norma I. ....	.....	.....	Phys. Cul., Art	1919	2	.....	.....	.....	1,200
Best, Lella D. ....	.....	.....	Phys. Cul.	1920	1	.....	.....	.....	1,125
Burns, Charles J. ....	B.A., Queen's	Classics	.....	1912	11 $\frac{1}{2}$	.....	2,300	.....	.....
McWhorter, Mary A. V. ....	B.A., Tor.	Mods. and Hist.	.....	1916	11	.....	.....	.....	1,600
Keegan, Joseph D. ....	.....	Com.	.....	1919	15	.....	.....	.....	1,800
Allin, Crawford S. ....	B.A., Qns, M.A., Col.	Math. & Phys.	.....	1920	1	.....	.....	.....	2,100
Taggart, F. Doreene ..	B.A., Queen's	Eng. and Hist.	Phys. Cul.	1920	1 $\frac{1}{2}$	.....	.....	.....	1,500
Sweeney, Agnes C. ....	.....	Art	Phys. Cul.	1920	15	.....	.....	.....	1,600
Thomas, Isabel M. ....	B.A., Br. Col.	Phys. Cul. (Int.)	.....	1920	.....	.....	.....	.....	1,400
Ferguson, William I. ....	.....	(Man. Train. Instr.)	Phys. Cul.	1912	9 $\frac{1}{2}$	.....	.....	.....	1,700
Miller, Beulah .....	.....	(Household Sci. Instr.)	.....	1919	4 $\frac{1}{2}$	.....	.....	.....	1,100
(Teacher to be appointed) ..	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mayberry, Charles A. ....	B.A., LL.B., Tor.	Classics	.....	1891	37	.....	3,000	.....	.....
Malcolm, George .....	B.A., Queen's	Eng. and Hist.	.....	1890	36	.....	.....	.....	2,350
Sprung, Whitfield L. ....	B.A., Tor.	Math. and Phys.	.....	1908	17	.....	.....	.....	2,600
McQueen, Rose J. ....	B.A., Tor.	Eng. and Hist.	.....	1912	13	.....	.....	.....	2,250
McMillan, William J. ....	B.A., Tor.	Science	.....	1912	11 $\frac{1}{2}$	.....	.....	.....	2,300
Davis, Irene P. ....	B.A., Tor.	Art	Phys. Cul.	1916	6 $\frac{1}{2}$	.....	.....	.....	1,600
Stuart, Muriel A. ....	B.A., Tor.	Mods. and Hist.	Phys. Cul.	1920	4	.....	.....	.....	1,800
Taylor, Daisy E. ....	.....	.....	.....	1914	15	.....	.....	.....	1,600
Harper, Gertrude A. ....	B.A., Tor.	Com. (Int.)	Phys. Cul.	1920	2 $\frac{1}{2}$	.....	.....	.....	1,600
Sillers, Annie M. ....	B.A., Queen's	.....	Phys. Cul.	1919	11 $\frac{1}{2}$	.....	.....	.....	1,500
White, Harry S. ....	.....	.....	Phys. Cul.	1920	13 $\frac{1}{2}$	.....	.....	.....	2,200

Seaforth.....

Smith's Falls.....

Stratford.....

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Stratford— Continued..	Fuller, David S. ....	M.A., Tor. ....	Math. and Phys. .... (Int.)	Phys. Cul. ....	1920	4 $\frac{1}{2}$	.....	2,000	.....	1,500
	Almas, Anna F. ....	B.A., Tor. ....	Mods. and Hist. ....	Phys. Cul. ....	1920	5 $\frac{1}{2}$	6	.....	2,000	.....
	Tench, Franklin J. ....	B.A., Tor. ....	Man. Train. ....	Phys. Cul. ....	1919	1 $\frac{1}{2}$	.....	.....	.....	1,300
	Sinclair, Muriel G. .... (Int.)	B.A., Tor. ....	Household Science ....	Phys. Cul. ....	1919	.....	.....	.....	.....	.....
Strathroy ....	Sexton, James H. ....	M.A., Queen's ....	Science ....	.....	1914	24	9	2,500	.....	.....
	King, Reginald H. .... (Int.)	B.A., McM. ....	Classics, Phys. Cul. ....	.....	1920	1 $\frac{1}{2}$	.....	2,300	.....	.....
	Henry, Elizabeth C. ....	B.A., Queen's ....	Fr. & Ger., Mods. & Hist. ....	.....	1913	11 $\frac{1}{2}$	13	.....	.....	1,450
	Murray, Olive H. ....	B.A., McM. ....	Art .... (Int.)	Phys. Cul. ....	1920	6 $\frac{1}{2}$	1	.....	.....	1,500
	Found, Ada C. ....	B.A., McM. ....	Mods. & Hist. (Int.), Com. ....	Phys. Cul. ....	1919	4	1	.....	.....	1,400
	McKillop, Archie F. ....	B.A., Queen's ....	Phys. Cul., (Int.), Math. ....	.....	1919	3	.....	2,400	.....	.....
Toronto, Harbord St.	Hagarty, Edward W. ....	M.A., Tor. ....	Classics ....	.....	1892	37	.....	4,375	.....	.....
	Glassey, David A. ....	B.A., Tor. ....	Classics ....	.....	1906	26 $\frac{1}{2}$	.....	3,375	.....	.....
	Wightman, Robert ....	B.A., Tor. ....	Math. ....	.....	1908	23	.....	3,375	.....	.....
	Ivey, Thomas J. ....	M.A., Tor. ....	Science ....	.....	1909	24 $\frac{1}{2}$	.....	3,375	.....	.....
	Irwin, Herbert W. ....	B.A., Tor. ....	Mods. and Hist. ....	.....	1915	19	.....	3,375	.....	.....
	Sealey, Ethel M. ....	B.A., Tor. ....	Ph. Cl. (Int.), Mods. & His. ....	.....	1918	19	1	.....	.....	3,125
	Carlyle, John A. ....	B.A., Tor., M.A., Harv. ....	Eng. and Hist. ....	Phys. Cul. ....	1911	11	2	2,875	.....	.....
	Robinson, Frances A. ....	B.A., Tor., M.A., Col. ....	Phy. Cl., Eng. & H. ....	.....	1915	9 $\frac{1}{2}$	2 $\frac{1}{2}$	.....	2,875	2,625
	Fraser, Charles G. (Jr.) ....	M.A., Tor. ....	Science ....	.....	1910	10 $\frac{1}{2}$	.....	.....	2,875	.....
	Young, Edmund T. ....	B.A., Tor. ....	Eng., Hist., Fr. & Ger. ....	.....	1911	14	20	3,150	.....	.....
	Hawkins, Maud M. ....	B.A., Tor. ....	Mods. and Hist. ....	Phys. Cul. ....	1911	20	.....	.....	.....	3,000
	Rochat, Mrs. Norma D. ....	M.A., Tor. ....	Class., Eng. & Hist. ....	Phys. Cul. ....	1914	11	.....	.....	.....	2,750
	Knight, Carrie M. ....	M.A., Tor. ....	Phys. Cul. ....	.....	1913	11 $\frac{1}{2}$	.....	.....	.....	2,750
	Adams, John H. ....	B.A., Tor. ....	Phys. Cul. ....	.....	1913	12 $\frac{1}{2}$	.....	2,875	.....	.....

Toronto, Humberside.	Corbett, L. Hamilton	M.A., Tor.	Mods. and Hist.	1913	7½	.....	2,750
	Griffin, Selwyn P.	B.A., Tor.	.....	1919	2	.....	2,500
	Asbury, Frank C.	M.A., Tor.	Math. and Phys.	1919	4	.....	2,125
	MacGregor, Mrs. Jeanette E.	B.A., Queen's	Phys. Cul., Art. Com.	1917	11	4	2,375
	Hill, Kenneth S.	(Int.)	Math.	1920	1½	.....	1,975
	Helmkay, Iva Beatrice (Int.)	B.A., Queen's	.....	1920	1	.....	1,875
	Colbeck, Franklin C.	B.A., Vic.	Classics, Eng.	1894	34	1½	4,375
	Gourlay, Richard	B.A., Tor.	Classics, Math.	1893	34	.....	3,375
	Charles, Henrietta	B.A., Tor.	Eng., Fr. and Ger.	1901	34	.....	3,375
	Johnston, Frederick J.	M.A., Tor.	Science	1904	23	3	3,375
	Bennett, John S.	B.A., Tor.	Classics	1909	12½	6	3,125
	Jermyn, Percy T.	M.A., Tor.	Eng. and Hist.	1915	20	2	3,375
	Stewart, Kate L.	B.A., Tor.	Eng. and Hist.	1911	13	1½	2,875
	Patterson, Arnott M.	M.A., Queen's	Science	1913	12½	.....	3,000
	Clarke, Bruce W.	B.A., McM.	Sci. (Int.), Ph. C., Math. & P.	1913	9½	.....	2,750
	Barr, Annie E.	B.A., Tor.	Mods. and Hist.	1913	8½	.....	2,625
Toronto, Jarvis	Colbeck, Wilhelmina L.	B.A., Tor.	Mods. and Hist.	1913	8½	.....	2,625
	McQuarrie, Ernest C.	B.A., Tor.	Phys. Cul.	1915	8½	.....	2,500
	Belcher, Norah T.	B.A., Tor.	Phys. Cul., Classics	1918	8½	.....	2,375
	Preston, Gardiner A.	B.A., Tor.	Math. & Phys., Phys. Cul.	1920	22½	.....	1,975
	Hatch, Salem B.	.....	Art. Com.	1909	16	8	3,125
	Evans, William A.	M.A., Tor.	.....	1904	16½	20	3,125
	Ward, Ada L.	M.A., Tor.	Mods. and Hist.	1921	12	3	2,075
	Nicholson, Elvira E.	M.A., Tor.	Mods. and Hist., Art.	1921	6	.....	2,075
	McLellan, Robert F.	(Int.)	Phys. Cul.	1921	1½	.....	1,875
	Jeffries, John	B.A., Tor.	Eng., Hist., Fr. & Ger.	1907	33	1	3,875
	Jennings, William A.	B.A., Tor.	Science	1907	14½	.....	3,250
	Tapscott, Harry B.	M.A., McM. & Harv.	Fr. and Ger.	1912	16	6½	3,375
	Barnes, Charles L.	B.A., Tor.	Classics	1913	18	4½	3,375
	Hardy, Edwin A.	B.A., D.Pæd., Tor.	Eng., Fr. and Ger.	1910	30	.....	3,125
	Sinclair, John	B.A., Tor.	Math.	1917	32	8	3,375
	Thomas, Janie	M.A., Tor.	Eng. and Hist.	1882	38½	1	.....
Toronto, Jarvis	C'Connell, Marguerite E.	B.A., Queen's	E. & H. (Int.), Ph. C., F. & G.	1908	12½	3	3,125
	Barnes, Charles H.	.....	Phys. Cul.	1910	10½	16	3,125
	Durie, Helen F.	B.A., Tor., M.A., Col.	Phys. Cul.	1913	7½	.....	2,750
	Allin, Arthur E.	M.A., Tor.	Art.	1913	7½	.....	2,625
	McKellar, John	B.A., Tor.	Math. and Phys.	1919	4	.....	2,000
	Moorhouse, Walter	B.A., Tor.	Art. Phys. Cul.	1919	2½	10	2,125
	Feasby, William J.	B.A., Queen's	Mods. & Hist., Fr. & Ger.	1919	12½	5	2,125
	St. John, Helen B.	B.A., Tor.	Phys. Cul.	1919	11	.....	1,875
	Smithson, Laura A.	M.A., Tor.	Mods. and Hist.	1920	8½	.....	2,125
	McCamus, Marion K.	(Int.)	Classics	1920	8½	.....	1,875
	.....	B.A., Tor.	Art. Phys. Cul.	1921	7	.....	1,875



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								Principal	Male Assistants	Female Assistants
Toronto, Malvern Ave.	Lehmann, Carl A. K.	B.A., Tor.	Science	.....	1910	25	2	\$ 4,375	\$	\$
	Graham, Louis H.	M.A., Tor.	Science	.....	1912	21	5 $\frac{1}{2}$	.....	3,375	.....
	Horton, Charles W.	B.A., Queen's	Art, Eng. and Hist.	.....	1911	27	7	.....	3,375	.....
	Lingwood, Frederick H.	M.A., Tri., D. Ped., Qns.	Classics	.....	1910	28	.....	.....	3,225	.....
	Barr, Lydia A.	B.A., Tor.	Mods. and Hist.	.....	1908	28	9	.....	.....	3,162
	Dafoe, Helen I.	B.A., Tor., M.A., Col.	Ph. Cl. (Int.), Mod. & His.	.....	1914	7 $\frac{1}{2}$	.....	.....	.....	2,725
	Clarke, Lorne H.	B.A., McM.	Phys. Cul., Math. & Phys.	.....	1914	6 $\frac{1}{2}$	.....	.....	2,600	.....
	Symons, Helen F.	B.A., Tor.	Eng. & Hist., Phys. Cul.	.....	1918	5 $\frac{1}{2}$	.....	.....	2,100	.....
	Fisey, Abraham	B.A., McM.	Phys. Cul. (Int.), Science	.....	1917	5 $\frac{1}{2}$	.....	.....	3,225	.....
	Rogers, William H.	M.A., Trin.	Math.	.....	1920	18 $\frac{1}{2}$	2	.....	2,075	.....
	Keeling, Willford Lorne	B.A., Tor.	Phys. Cul. .... (Int.)	.....	1920	3 $\frac{1}{2}$	1	.....	.....	.....
	Ingham, Harriet	B.A., Tor.	E. & H., M. & H., Ph. Cul.	.....	1921	5 $\frac{1}{2}$	.....	.....	2,075	2,075
Toronto, Oakwood	Gray, Robert A.	B.A., Tor.	Math.	.....	1910	36	.....	4,375	.....	.....
	Clarke, Frederick H.	B.A., Tor.	Eng. & Hist., Fr. & Ger.	.....	1908	25	.....	.....	3,375	.....
	Kennedy, Thomas	M.A., Queen's	Math.	.....	1908	21	2 $\frac{1}{2}$	.....	3,375	.....
	Jewett, Albert E.	B.A., Queen's	Science	.....	1908	33	3 $\frac{1}{2}$	.....	3,375	.....
	Dunkley, Albert W.	M.A., Queen's	Classics	.....	1919	18	.....	.....	3,350	.....
	Brown, Harry W.	B.A., Tor.	Eng., Hist., Fr. & Ger.	.....	1915	26	.....	.....	3,350	.....
	McDonald, Evelyn	M.A., Tor.	Mods. & His., Ph. C. (Int.)	.....	1913	8 $\frac{1}{2}$	.....	.....	.....	2,600
	McQuarrie, George B.	M.A., Tor.	Class., Phys. Cul. .... (Int.)	.....	1919	8	.....	.....	2,725	.....
	Hanna, W. Edward	B.A., Queen's	Mods. & His., Phys. Cul.	.....	1914	7 $\frac{1}{2}$	5	.....	2,850	.....
	Barton, Ambrose R.	B.A., Tor.	Art, Phys. Cul. .... (Int.)	.....	1914	6 $\frac{1}{2}$	2	.....	2,600	.....
	Jenkins, James T.	B.A., Tor.	Ph. Cl. (Int.), Math. & Phys.	.....	1919	2 $\frac{1}{2}$	4	.....	2,600	.....
	Kirby, Luther H.	B.A., Tor.	Science	.....	1919	3 $\frac{1}{2}$	.....	.....	2,475	.....
	Quail, May F.	M.A., Tor.	Mods. & H. (Int.) Fr. & G.	.....	1915	7 $\frac{1}{2}$	.....	.....	.....	2,600

Toronto, Parkdale	Bell, Edwin T.	B.A., McM.	Science	Ag.&Hor., Ph.C.	1915	6½	.....	2,475	.....
	Mowat, John H.	B.A., Queen's	Eng. & H., Ph. Cl. (Int.)	.....	1916	5	.....	2,350	.....
	Evans, Renne Mabel	B.A., Tor.	Math. & P. Art. Com. (Int.)	.....	1916	5	.....	.....	2,225
	Phillips, Fitzalan	M.A., Tor.	Math. and Phys.	Phys. Cul.	1918	2½	.....	1,975	.....
	Gilray, Roberta G.	B.A., Tor.	Class., Phys. Cul.	.....	1918	10	.....	.....	2,225
	Reade, Jessie B.	B.A., Tor.	Fr. and Ger.	Phys. Cul.	1919	3½	.....	.....	2,100
	Buchanan, Ruth C.	B.A., Queen's	Class.	Phys. Cul.	1920	2	.....	2,175	.....
	Ewing, Charles M.	M.A., Edin.	Eng. and Hist.	Phys. Cul.	1920	2½	.....	.....	1,975
	Austin, Margery I.	B.A., Tor.	Math. & Phys., Phys. Cul.	.....	1920	3½	.....	.....	2,100
	Jackson, William A.	B.A., Tor.	Math. and Phys.	Phys. Cul.	1920	1	.....	2,075	.....
	Nethercott, James P. S.	B.A., Tor.	Manual Training	Phys. Cul.	1920	2	.....	2,175	.....
	Hornung, John H.	B.A., Tor.	Ho. Sci.	Phys. Cul.	1912	8½	.....	2,975	.....
	Shortill, Robert N.	B.A., Tor.	.....	Phys. Cul.	1918	2½	.....	.....	1,975
	Findlay, Edith C.	B.A., Tor.	.....	.....	.....	.....	.....	.....	.....
	Smith, Gilbert A.	B.A., Tor.	Science	.....	1889	39	4	4,375	.....
	Spence, Nellie	B.A., Tor.	Eng. and Classics	.....	1889	32	1	.....	3,375
	Hillock, Julia S.	B.A., Tor.	Fr. and Ger.	.....	1900	27	.....	.....	3,375
	Cosens, Absalom	M.A., Ph.D., Tor.	Science	.....	1904	24	2	.....	3,375
	Mills, John H.	M.A., Queen's	Classics	.....	1906	30	1	.....	3,375
	Keith, George W.	B.A., Tor.	Math.	.....	1912	22	.....	.....	3,375
	Dugit, Rosalie A.	M.A., Tor.	Phys. Cul. (Int.), Classics	.....	1913	12½	.....	.....	2,875
	Skirrow, William A.	M.A., Queen's	Math.	.....	1917	10½	.....	.....	2,375
Toronto, Riverdale	Reid, Thos. E.	B.A., Tor.	Phys. Cul.	.....	1905	16	8½	.....	3,125
	Darroch, William F.	B.A., Tor.	Phys. Cul.	.....	1910	11	16	.....	3,125
	Hall, Marjorie S.	B.A., McM.	Ph.Cul. (Int.), Mods.&Hist.	.....	1920	2½	.....	.....	1,875
	Doherty, John C.	B.A., Tor.	Science	Phys. Cul.	1919	10	.....	2,125	.....
	Edwards, Grace	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1918	12½	.....	.....	2,250
	Sanderson, Oliver N.	B.A., Tor.	Phys. Cul.	.....	1920	5½	.....	2,125	.....
	Smith, W. Wray	B.A., McM.	Eng. and Hist.	.....	1919	4½	4½	.....	2,125
	O'Neill, Albert E.	B.A., Queen's	Math., Art	.....	1919	5½	.....	.....	2,125
	Delmage, Emelyn E.	B.A., McM.	Art	Phys. Cul.	1919	13½	.....	.....	2,125
	Ferguson, Elizabeth D.	B.A., McM.	.....	Phys. Cul.	1919	2½	5	.....	2,000
	White, Lloyd J.	.....	.....	Phys. Cul.	1920	1½	.....	2,075	.....
	Michell, William C.	B.A., Tor.	Classics	.....	1919	26	.....	4,375	.....
	Moore, James R.	M.A., Queen's	Science	.....	1907	22	½	.....	3,375
	Wren, John S.	B.A., Tor.	Math.	.....	1907	22	.....	.....	3,375
	Willson, Alice M.	B.A., Tor.	Fr. and Ger.	.....	1908	17	4	.....	3,375
	Watson, Erwin H. A.	B.A., Tor.	Mods. and Hist.	.....	1919	18	3	.....	3,375
	McKinley, James M.	B.A., Tor.	Classics	.....	1919	21	.....	.....	3,375
	Kidd, Truman W.	B.A., Queen's	Art	.....	1909	15½	6	.....	3,125
	Dunnett, Alfred H.	B.A., Queen's	Phys. Cul.	.....	1911	9½	11½	.....	3,000
	Nichol, S. Winnifred	M.A., Tor.	Phys. Cul., Mods. & Hist.	.....	1914	10½	.....	.....	2,625

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

Collegiate Institutes	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Toronto, Riverdale— <i>Continued</i>	Flock, F. Arthur	B.A., Tor.	Science	.....	1915	11	2½	\$ 2,625	\$ 2,500	.....
	Goring, Ralph B.	B.A., Tor.	Math. & Phys. (Int.), Ph. Cul	.....	1915	6½	2½	.....	.....	.....
	Lewis, Nora	B.A., Tor.	Classics	.....	1916	7½	.....	.....	.....	2,375
	DeGuerre, Laura B.	B.A., Tor.	M. & H., Ph. Cl. (Int.), Fr. & G	.....	1919	1½	.....	.....	.....	2,125
	Campbell, Lillian M.	B.A., Tor.	Mods. and Hist.	.....	1919	15½	.....	.....	.....	2,000
	MacLeod, M. Augusta	B.A., Tor.	Science	.....	1919	6½	.....	.....	.....	2,125
	St. John, Katherine J. (Int.)	B.A., Tor.	Mods. and Hist.	.....	1920	.....	.....	.....	.....	1,875
	Harper, Charles	B.A., Tor.	Math. and Phys.	.....	1921	4½	3½	.....	2,075	.....
	Faw, Edward	Queen's	Manual Training	.....	1914	6½	21	.....	2,750	.....
	Smith, H. Kathleen	B.A., Tor.	Household Sci.	.....	1919	1½	.....	.....	.....	1,875
Vankleek Hill	Rand, Wilfred E.	B.A., Tor.	Math.	.....	1920	28	1	2,600	.....	.....
	Miehhausen, Albert J.	B.A., Queen's	Phys. Cul.	.....	1920	2	3	.....	2,300	.....
	Mason, E. Winnifred (Int.)	B.A., Tor.	Mods. & Hist., Phys. Cul.	.....	1920	2½	.....	.....	.....	1,700
	McDonald, Kathrine M. (Int.)	B.A., Tor.	Class.	.....	1920	2	5	.....	.....	1,800
	Hawkins, W. M. .... (Temp.)	M.A., Tor.	Art	.....	1921	.....	5	.....	2,000	.....
	Hall, Margaret M. S.	Queen's	Art ..... (Int.)	.....	1921	10½	5	.....	.....	2,000
Windsor	Lowe, William D.	Queen's	Eng. & Hist., (Int.), Class	.....	1908	12½	.....	3,600	.....	.....
	Brunt, Robert A.	B.A., Tor.	Science	.....	1905	18	1	.....	2,800	.....
	Reid, Robert	B.A., Tor.	Eng., Hist., Fr. & Ger.	.....	1909	27	4	.....	2,800	.....
	Cleary, Norah	B.A., Tor.	Phys. Cul.	.....	1909	19½	.....	.....	.....	2,400
	Cunningham, Evangeline	B.A., Tor.	Phys. Cul.	.....	1909	16	.....	.....	.....	2,600
	Srigley, Edgar C.	B.A., Tor.	Com.	.....	1911	26	5	.....	2,600	.....
	Thompson, Peter M.	Queen's	Science	.....	1913	20½	5	.....	2,800	.....
	Belton, Mildred	B.A., Tor.	Phys. Cul. .... (Int.)	.....	1915	6½	.....	.....	.....	2,600



Windsor—Con.	C'Donoghue, Mary H.	M.A., Tor.	Phys. Cul., Mods. & Hist.	1915	12	.....	.....	2,600
	Wheeldon, Leonard	B.A., Queen's	Art	1915	12 <sup>1</sup>	.....	2,800	.....
	Campbell, George S.	E.A., Tor.	Math. and Phys.	1916	6 <sup>1</sup>	.....	2,800	.....
	Downey, William H.		Phys. Cul.	1916	4 <sup>1</sup>	.....	2,600	.....
	Carson, William L.		Man, Train. (Int.)	1918	23	.....	2,600	.....
	Doherty, Mabel O.		Art (Int.), Ph. Cl., Com.	1918	18	.....	.....	2,400
	Firby, Mrs. Emma Ford	M.A., Tor.	Com.	1919	11 <sup>1</sup>	.....	.....	2,400
	Hooper, Arthur G.		Classics	1919	7 <sup>3</sup>	.....	2,800	.....
	Foerster, Arthur J.	M.A., Tor.	Math. and Phys.	1919	11 <sup>1</sup>	.....	2,600	.....
	Whitton, Fred A.	B.A., Queen's	Mods. & His. (Int.), Fr. & Ger.	1920	7 <sup>1</sup>	.....	2,700	.....
	McMaster, Maude H.		Eng. & Hist., Ph. Cl. (Int.)	1920	33	.....	2,500	.....
	Philp, Florence H.		(Man. Tr. Instr.), Ph. Cl.	1920	51	.....	1,700	.....
	Sirrs, Elmer J.	(Int.)	(Household Sci. Instr.)	1919	11 <sup>1</sup>	.....	2,600	.....
	Mowbray, Tena P.	(Int.)		1920	2	.....	1,600	.....
Woodstock	Salter, Wesley J.	B.A., Tor.	Classics	1907	131	.....	3,000	.....
	Hodgins, Ekron P.	B.A., Tor.	Science	1919	7 <sup>1</sup>	.....	2,400	.....
	Lawr, John M.	B.A., Queen's	Math.	1917	91	.....	2,400	.....
	Trace, Cephas M.	M.A., Queen's	Com., Art	1919	42	.....	2,200	.....
	Bole, Cecil L.	(Int.)	Art	1920	1	4 <sup>1</sup>	1,600	.....
	Entwistle, Merton L.		Phys. Cul.	1919	31	.....	1,600	.....
	Dengate, E. Winnifred	B.A., McM.	Mods. and Hist.	1918	102	.....	1,700	.....
	Millar, Annie B.	B.A., McM.	Eng. and Hist.	1919	31	5	1,700	.....
	Hooker, Ida Aletha.	(Int.)	Mods. and Hist.	1919	11	.....	1,600	.....
	Robinson, Mary A.		Phys. Cul.	1910	10	10	1,600	.....
	Murray, Annie D.	(Int.)	Phys. Cul.	1918	21	.....	1,400	.....
	MacKay, Emma L.		Phys. Cul., Com.	1910	10	31	1,300	.....
	Dent, Beatrice		Manual Training	1918	21	1 <sup>1</sup>	1,150	.....
	Mercer, John S.		(Ho. Sci. Instr.), P. Cl. (Int.)	1905	15	6 <sup>1</sup>	1,700	.....
	White, Lila K. G.			1911	9	4 <sup>1</sup>	1,300	.....
High Schools: Alexandria	MacKay, Donald	M.A., Tor.	Classics	1896	31	2 <sup>1</sup>	2,250	.....
	Ostrom, Ethel L.	B.A., Queen's	Art	1916	9	.....	1,550	.....
	Fraser, Sadie M.	(Int.)		1920	11	.....	1,400	.....
	Bouchard, Mary A. C.	(Int.)	Mods. and Hist.	1919	11	.....	1,350	.....
				1919	11	.....	.....	.....
Alliston	Davidson, Hugh	B.A., Tor.	Phys. Cul.	1909	34	2	1,800	.....
	McArthur, Annie M.	B.A., Queen's	Fr. and Ger. (Int.)	1914	9	1 <sup>1</sup>	1,500	.....
	Totten, Olive	(Temp.)		1921	.....	1	1,400	.....
Almonte	Henry, Thomas McK.	B.A., Tor.	Math.	1920	36 <sup>1</sup>	4	2,400	.....
	Matthews, Jessie E.	B.A., Qn's, M.A., Tor.		1908	12 <sup>1</sup>	3	2,000	.....

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

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								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Almonte— <i>Con.</i>	Chisholm, Mrs. Jessie C. (Int.) Dexter, Joseph H. .. (Temp.)	B.A., Queen's	Eng., Hist., Fr. and Ger.	.....	1919 1920	11 11	.....	.....	.....	1,300
Amherstburg..	Overholt, B. Percy Wilson, Nora E. .... (Int.) Brigham, Olivetta .....	..... ..... .....	Phys. Cul. .... (Int.) Phys. Cul. .... Art .... (Int.)	..... ..... .....	1910 1920 1920	12 1 11	4 4 4½	2,000 ..... .....	..... 1,400 1,400	..... ..... .....
Arnprior ....	Ross, Alexander, H. D. .... Stothers, Minerva E. .... Graham, Annie .... (Int.) Cole, Gertrude M. .... (Int.) Fleming, Earl A. .... (Int.) Mitchell, Isabel C. ....	M.A., Queen's B.A., Queen's B.A., Queen's B.A., Western ..... .....	Math., Science Art ..... Phys. Cul. .... .....	..... ..... ..... ..... .....	1919 1916 1919 1920 1920 1921	19½ 12½ 1 2 3½ 7	..... ..... 1 2 3½ 7	2,500 ..... ..... ..... 1,700 .....	..... ..... 1,625 1,500 1,400 1,500	..... ..... ..... ..... ..... .....
Arthur. ....	McRitchie, Alexander R. .... Bell, M. F. Winifred Knowles, John H. .... Ryan, Gertrude .....	B.A., Tor. ..... B.A., Queen's B.A., Tor.	Agr. and Hor. (Int.), Sci. ..... Math. .... (Int.) .....	..... ..... .....	1913 1919 1919 1920	23½ 11½ 8 4½	7 11½ 3 4½	2,250 ..... ..... .....	..... ..... 1,750 .....	..... 1,500 ..... 1,500
Athens .....	Burchell, James E. .... Hartley, Floyd C. .... (Int.) Ferris, Kathleen B. .... Guest, Lyla M. .... Sheridan, E. Mildred . (Int.)	B.A., Queen's B.A., McM. B.A., Tor. B.A., Tor. B.A., Queen's	Math. & Phys., Phys. Cul Art Eng. and Hist. Mods. & Hist.	..... ..... ..... .....	1915 1920 1918 1919 1920	12½ 11½ 5½ 13 13	12 1 5½ 13 13	2,375 ..... ..... ..... .....	..... 1,800 ..... ..... .....	..... ..... 1,600 1,500 1,400
Aurora .....	Ewers, Charles F. .... Erb, William O. .... (Int.)	B.A., Queen's B.A., Queen's	Math. & Phys. .... .....	..... .....	1915 1921	14 1½	12 1½	2,500 .....	..... 2,000	..... .....

Aronmore	Stevens, Myrtle H.	B.A., Tor.		Art (Int.), Mods. & Hist.	Phys. Cul.	1918	5½	1	1,700
	Morgan, Grace	B.A., Tor.			Phys. Cul.	1918	2½	4	1,700
	Leighton, Robert H.	B.A., Queen's		Phys. Cul.	Art	1919	13½	19	2,000
	Pacey, Mabel I.				Art	1914	6½	2½	1,350
Aylmer	Wilson, Muriel K.					1919	2½	1	1,100
	Awde, Elgin O.	B.A., Queen's		Phys. Cul.	Phys. Cul.	1917	10½	2	2,250
	O'Neil, Jessie	B.A., Tor.		(Int.)		1919	2½		1,500
	Campbell, John J.				Phys. Cul.	1920	3		1,500
Beamsville	Chambers, Marj. A. C. (Int.)				Phys. Cul.	1921	1½	1½	1,400
	Adams, John G.	B.A., Queen's		Agr. (Int.), Science	Farm Mech.	1919	5½		2,500
	Long, John A.	B.A., McM.		Math. and Phys.	Phys. Cul.	1920	½	2	1,800
	Burton, Olive W.	B.A., Tor.		Ho. Sci., Art		1920	1½	2	1,200
Belleville	Gundry, Helen M.	B.A., Tor.		Classics	Phys. Cul., Art.	1920	15½		1,500
	MacLaurin, Peter C.	B.A., McM.		Science		1909	16		
	Stiwell, Ayrest L.	B.A., McM.		Phys. Cul.		1921	5½	2	2,300
	Libby, Minnie F.	B.A., Vic.		Eng. & Hist., Fr. & Ger.		1910	25	4	1,800
Bowmanville	Milburn, Edward F.	M.A., Trin.				1870	50		1,750
	Hitchon, Claire H.	M.A., McM.		Mods. & H. (Int.), Eng. & H.		1913	10½		1,800
	Affleck, Archibald A.	B.A., McM.		Classics		1919	7½	2	2,100
	Young, Madeline C.	B.A., McM.		Eng. and Hist.		1919	3½	2	1,700
Bracebridge	Vosper, Mrs. Margaret A. G.	B.A., Queen's		Phys. Cul. (Int.), Art.		1919	4½	1½	1,700
	Leuty, James H. S.	B.A., LL.B., Tor.				1919	5½	1½	1,850
	James, George M.	B.A., B.Sc., Queen's			Art, Phys. Cul.	1920	9	15	2,000
	Shorey, Percival M.	B.A., Tor.			Agr., F.M., Ph. Cl.	1920	4½		2,200
Bradford	Fennell, Mary A.	B.A., Queen's			Phys. Cul.	1920	1½	½	1,800
	Merry, Lellie P.	B.A., Queen's		Eng. and Hist.		1920	3½		1,700
	McLeod, Lola	B.A., Queen's		(Ho. Sci. Instr.)	Phys. Cul.	1920	7		1,300
	Morrison, William J.	B.A., Tor.		Science	P. C., A. & H	1918	7½	5	2,700
Bracebridge	Elliott, John	B.A., Queen's		Math., Eng.		1920	36	5	2,050
	Smith, Isabel K.	B.A., Tor.		Art	Phys. Cul.	1913	13		1,400
	Edmonds, Ernest W.	B.A., Tor.			Phys. Cul.	1920	¾	½	1,800
	Durnin, Vera B.			Phys. Cul.		1921	3	2	1,300
Bowmanville	Steer, Albert B.	B.A., Tor.				1920	12	1	2,500
	Hood, Annie I.	B.A., Tor.			Phys. Cul.	1919	1½		1,400
	Ferguson, Evalena	B.A., Queen's			Phys. Cul.	1920	2½		1,300
	Logan, H. Beatrice				Art	1919	3½		1,300
Bradford	Kirkness, David			(Phys. Training, Instr.)					
	Harrison, Charles W.	M.A., Vic.			Phys. Cul.	1919	29		1,600
	Henry, Mamie E.	B.A., Tor.			Art, Phys. Cul.	1920	1		1,200
	Curry, Jessie E.			Phys. Cul. (Int.)		1918	2½	1	1,000



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								Principal	Male Assistants	Female Assistants
Brampton	Fenton, William J.	B.A., Tor.	Classics	.....	1891	30	1	\$ 2,500	\$	\$
	Halnan, Lemen R.	M.A., Trin.	Math.	.....	1905	17	3	.....	2,200	.....
	Percy, Herbert A.	.....	.....	.....	1914	12	2	.....	2,100	.....
	Hutchinson, May R.	.....	Phys. Cul. (Int.)	.....	1910	17	6	.....	.....	1,800
	Hamilton, Margaret A.	B.A., Tor.	Mods. and Hist.	.....	1915	12	.....	.....	.....	2,000
Brighton	Stewart, E. Grace	B.A., Queen's	Phys. Cul.	.....	1919	3½	2	.....	.....	1,500
	Bellamy, Wesley	B.A., Vic.	.....	.....	1920	31	5½	2,000	.....	.....
	Hinds, Margaret J.	.....	Phys. Cul.	.....	1920	10½	3½	.....	.....	1,500
	Farley, Hazel	B.A., Tor.	Art (Int.)	.....	1920	2½	.....	.....	.....	1,350
	Smith, Daniel E.	B.A., Tor.	.....	.....	1909	17	2	2,000	.....	.....
Burlington	Newham, Evelyn J.	B.A., Tor.	Art	.....	1918	3½	.....	.....	.....	1,400
	Haight, Annie	B.A., Queen's	.....	.....	1919	2	1	.....	.....	1,100
	Hicks, Thomas J.	B.A., Queen's	.....	.....	1913	8½	11½	2,000	.....	.....
Caledonia	Lawrence, Charles F.	B.A., Tor.	Math. and Phys.	.....	1915	5½	5½	.....	1,600	.....
	Spence, Frances M.	..... (Int.)	Phys. Cul.	.....	1920	1½	3	.....	.....	1,300
	Moffat, Thomas E.	B.A., Queen's	.....	.....	1916	14	2	2,750	.....	.....
Campbellford	O'Shaughnessy, Kathleen T.	B.A., Queen's	Phys. Cul. (Int.)	.....	1919	4	1	.....	.....	1,500
	Hoey, Mrs. Beatrice T.	M.A., Tor.	Classics	.....	1920	2½	.....	.....	.....	1,800
	Armstrong, Gladys W.	B.A., Tor.	.....	.....	1920	1½	.....	.....	.....	1,500
	Moran, Harry F.	..... (Int.)	.....	.....	1921	1½	1½	.....	1,800	.....
	McNeely, Priscilla V. M.	M.A., Trin.	Science	.....	1913	11	1	2,100	.....	.....
Carleton Place	Henderson, Orville J.	..... (Int.)	Art, Phys. Cul.	.....	1920	3	.....	.....	1,500	.....
	Oatway, George A.	B.A., Queen's	.....	.....	1920	.....	2	.....	1,500	.....
	Armstrong, Emily	B.A., Queen's	Phys. Cul.	.....	1920	1½	.....	.....	.....	1,500

Cayuga	Skeelee, James E. Kennedy, Anna Smith, James C. Hutchinson, Gladys M.	B.A., Tor. B.A., Tor. (Int.) (Int.)	Phys. Cul. Phys. Cul. Phys. Cul. Phys. Cul.	1897 1915 1920 1920	28 4 <sup>1</sup> 1 3 <sup>1</sup>	1,900 1,650 1,200 1,200
Chatsworth	Preston, Thomas Webster, John G.	B.A., B.Pæd., Tor. (Int.)	Science	Phy. Cul., Agr.	1919 1920	2 1 <sup>1</sup> 1,500
Chesley	Wilson, Jas. Jos. Evans, Margaret Edna McCullough, Charl. S. Millar, Margaret G.	Queen's B.A., Tor. B.A., Tor. B.A., Tor.	Science Art	1920 1918 1920 1920	4 2 <sup>1</sup> 1 <sup>1</sup> 4	2,500 1,600 1,600 1,700
Chesterville	O'Neill, Mary M. Eaton, Ethel C. McNamara, Elizabeth	Queen's B.A., Tor. B.A., Tor.	Phys. Cul.	(Int.)	1920 1919 1919	4 7 <sup>1</sup> 7 <sup>1</sup> 2,000 1,400 1,200
Colborne	Jenkins, Robert S. Tickell, L. Josephine	M.A., Tor. B.A., Tor.	Class., Fr.&Ger., Eng.&Hist. Mods. and Hist.	1920 1920	15 1 <sup>1</sup>	2,200 1,200
Cornwall	Caldwell, Alexander Smith, Lyman C. Birchard, Alexander F. Hendry, Earl D. Spencer, Watson G. Tudhope, Horace H. Tobin, Lilly S. Whelan, Frances J. MacDougal, Jean L.	Royal Dublin. B.A., Vic. Queen's B.A., McM. B.A., Queen's B.A., Queen's B.A., Tor. B.A., Tor.	Com. Classics, Eng. and Hist. Phys. Cul., Com., Art Phys. Cul. Math. & Phys. Mods. and Hist. Eng. and Hist.	1912 1912 1898 1916 1919 1920 1920 1921	8 <sup>1</sup> 42 <sup>1</sup> 26 5 <sup>1</sup> 2 6 <sup>1</sup> 3 <sup>1</sup> 1 <sup>1</sup>	2,300 2,000 1,900 1,750 1,900 1,600 1,600 1,300 1,600
Deseronto	Nesbitt, Mabel E. Stocker, Eva R. Hewson, Chas. G.	Queen's B.A., Queen's (Temp.)	Phys. Cul. Phys. Cul.	(Int.) (Int.)	1921 1915 1921	8 4 <sup>1</sup> 1,300
Dundalk	Wright, David T. McDermid, Ina E. Stanley, Lucille H.	Queen's B.A., Queen's (Int.)	Phys. Cul. Art, Phys. Cul. Phys. Cul.	1911 1920 1920	14 <sup>1</sup> 1 <sup>1</sup> 1 <sup>1</sup> 10	1,875 1,200 1,300
Dundas	Howson, Bruce F. Cowan, Jessie I. Hyde, Catherine I. Burke, Charlotte A. Cawsey, Clare E.	Queen's B.A., Tor. B.A., Tor. B.A., McM. B.A., Tor.	Math. and Phys. Art Ho. Sci. (Int.), Ph. Cl. Com. Art	1919 1920 1915 1920 1921	11 <sup>1</sup> 2 <sup>1</sup> 5 <sup>1</sup> 4 <sup>1</sup> 2 <sup>1</sup>	2,500 1,600 1,800 1,500 1,500

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Dunnville	Thompson, John F.	M.A., D.Pæd., Tor.	Classics	.....	1918	18½	1	2,500	.....	.....
	Stewart, James H.	B.A., Queen's	Art	.....	1918	6½	2	2,200	.....	.....
	Munro, Margaret K.	B.A., Tor.	Math.	.....	1920	9½	5½	.....	2,200	.....
	Ferguson, Muriel B.	..... (Int.)	Art	..... (Int.)	1921	.....	7	.....	.....	1,700
	Ziehr, Mathilde	B.A., Tor.	.....	.....	1921	.....	.....	.....	.....	1,500
Durham	Henderson, James G.	M.A., McM.	Math. and Phys.	..... (Int.)	1920	3½	3	2,300	.....	.....
	Weir, Julia M.	B.A., Queen's	Art	.....	1915	8½	12	.....	.....	1,500
	Horne, Mrs. Laura E.	B.A., Tor.	.....	.....	1918	4½	.....	.....	.....	1,500
	MacDonald, Margt. G.	(Int.) B.A., Queen's	.....	.....	1920	.....	.....	.....	.....	1,200
	Elliott, Thomas W.	B.A., Tor.	Science	.....	1918	14½	11	2,000	.....	.....
Dutton	Gartlan, Elizabeth	(Int.) B.A., Tor.	.....	.....	1919	11	.....	.....	.....	1,300
	Castleman, Hilda V.	(Int.) B.A., Queen's	.....	.....	1919	13	.....	.....	.....	1,200
	Vrooman, Caroline L.	(Int.) B.A., West.	Math. and Phys.	.....	1920	.....	.....	.....	.....	1,400
	Morden, Frances D.	B.A., Tor.	Phys. Cul.	.....	1919	.....	2	1,800	.....	.....
	Keeler, Joan	(Int.) B.A., Tor.	Phys. Cul.	.....	1920	1½	3	.....	.....	1,000
Elora	Smyth, Alice C.	(Int.)	.....	.....	1920	1½	2	.....	.....	1,000
	Durnin, Edward W.	B.A., Tor.	Phys. Cul.	.....	1919	6½	.....	2,500	.....	.....
Essex	DeCou, Nellie	B.A., Tor.	Phy. Cul. (Int.) Math. & Ph	.....	1918	16	2	.....	.....	1,500
	Arnold, Leta E.	B.A., Queen's	Fr. and Ger.	.....	1920	3½	.....	.....	.....	1,300
	Chapman, Mrs. Retta M.	..... (Int.)	Phys. Cul.	..... (Int.)	1920	.....	.....	.....	.....	1,300
	Beaman, Elsie K.	.....	Phys. Cul.	.....	1919	7½	.....	.....	.....	1,300
	Smithendorf, Herbert F.	.....	Phys. Cul.	.....	1919	8½	4	.....	1,800	.....



Exeter	Wethey, Edmund J.	B.A., Trin., M.A., Tor	Math.	1919	20	1	2,200	.....	.....
	Gregory, Stella L.			1919	13 $\frac{1}{2}$	2	.....	.....	1,500
	McLaughlin, Verna J. (Int.)			1920	1 $\frac{1}{2}$	5	.....	.....	1,300
Fergus	Perry, Peter	M.A., Tor	Classics	1908	44	.....	1,850	.....	.....
	Craw, Mrs. Ethel	B.A., Tor		1920	1 $\frac{1}{2}$	.....	.....	.....	1,400
	Duncan, Muriel	B.A., Tor	Phys. Cul.	1920	5 $\frac{1}{2}$	.....	.....	.....	1,800
	Gillespie, Mary A.	M.A., Tor	Art (Int.)	1920	7	.....	.....	.....	1,400
	McDonald, Vivian C.		Art, Phys. Cul.	1920	5 $\frac{1}{2}$	.....	.....	.....	1,400
Flesherton	Haviland, Hugh J.	B.A., Tor	Class.	1920	20	.....	2,000	.....	.....
	Holmes, Margaret	B.A., Tor		1914	6 $\frac{1}{2}$	3	.....	.....	1,250
	Broad, Luella L.	B.A., Tor	Art, Phys. Cul.	1920	6 $\frac{1}{2}$	.....	.....	.....	1,250
Forest	Williams, Albert	B.A., Queen's		1906	16	5	2,200	.....	.....
	Walker, Alexina A. C.		Art	1918	6	.....	.....	.....	1,400
	Foreman, Kathleen B.	B.A., Queen's		1919	2 $\frac{1}{2}$	2	.....	.....	1,400
Fort Frances	Cooke, John A.	M.A., Queen's	Classics	1919	31	3	2,600	.....	.....
	Cooke, Violet E. W.	B.A., Queen's	Art, Phys. Cul.	1918	2 $\frac{1}{2}$	.....	.....	.....	1,850
	MacIntyre, Sada		Art, Com.	1919	8 $\frac{1}{2}$	6	.....	.....	2,100
Gananoque	Smith, Thomas C.	M.A., Queen's	Science	1919	20 $\frac{1}{2}$	4	2,300	.....	.....
	Lewis, Elwood Roy	B.A., Queen's		1918	2 $\frac{1}{2}$	3	.....	1,700	.....
	Gillespie, Grace A.	B.A., Queen's		1920	6	$\frac{1}{2}$	.....	.....	1,600
	Fleming, Lulu	B.A., Queen's		1920	1 $\frac{1}{2}$	.....	.....	.....	1,600
Georgetown	Ross, Ralph	B.A., B.Ped., Tor	Classics	1914	33	.....	2,500	.....	.....
	Delmage, Edith R.	B.A., McM.	Math.	1920	13	2	.....	.....	1,700
	Penson, Elizabeth	M.A., Queen's	Science	1920	9	1	.....	.....	1,800
	Davidson, Annie K.	B.A., Tor	Art	1920	2	.....	.....	.....	1,400
	Smith, Marion E.	B.A., Tor	Phys. Cul.	1921	2	.....	.....	.....	1,500
Glencoe	York, Charles G.	B.A., Queen's	Phys. Cul.	1920	6 $\frac{1}{2}$	4	2,000	.....	.....
	Steele, R. Katherine	B.A., Tor	Eng. and Hist.	1918	2 $\frac{1}{2}$	.....	.....	.....	1,500
	Gillies, A. Marjorie	B.A., Tor	Phys. Cul.	1919	2 $\frac{1}{2}$	.....	.....	.....	1,500
Gravenhurst	McNab, Finlay	B.A., Queen's	Phys. Cul.	1920	8 $\frac{1}{2}$	7	2,100	.....	.....
	Broughton, Clara E.		Art, Phys. Cul.	1906	15 $\frac{1}{2}$	.....	.....	.....	1,200
	Burns, Jean	B.A., Tor	Phys. Cul.	1921	.....	.....	.....	.....	1,200
Grimsby	McVicar, Archibald	B.A., Tor	Eng. and Hist.	1918	20	5 $\frac{1}{2}$	1,800	.....	.....
	Talbot, Constance M.	B.A., Tor	Eng. and Hist.	1920	1 $\frac{1}{2}$	.....	.....	.....	1,200
	Scott, Jean L.			1920	1 $\frac{1}{2}$	4	.....	.....	1,200
	McGregor, Jean H.		Art	1920	5	.....	.....	.....	1,200

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
Hagersville	Lishman, Frederic R.	B.A., Queen's	Art	Phys. Cul., Art.	1917	8½	1	\$ 1,975	\$	\$
	Brain, A. Beatrice	B.A., Tor.		Phys. Cul.	1917	9½	1			1,350
	Galbraith, Janet E.	(Int.)		Phys. Cul.	1919	1½	3½			1,050
	Bayne, Mary G.	(Int.)			1920	1½	1½			1,200
Halleybury	Tuke, William H.	B.A., Queen's	Phys. Cul.	Agr. & Hor.	1919	15		3,250		
	Summerby, Frederika	B.A., Queen's		Art	1918	2½	3½			1,800
	Hall, F. Grace	B.A., Tor.	Mods. and Hist	Art, Phys. Cul	1919	5	1			1,800
	Kinnear, Jennie A.	B.A., Queen's	Math.		1920	6				1,800
Harriston	Hobbs, Thomas	B.A., Tor.	Math.	Phys. Cul.	1911	18½	5½	2,400		
	Tanton, John	B.A., Queen's	Science (Int.)	Ph.Ch., Art, Ag.	1920	6½			2,000	
	Underwood, Mary L.	(Int.) B.A., Tor.	Mods. and Hist.	Phys. Cul.	1920	1				1,500
	Donnelly, Mertis M.	(Int.) B.A., Tor.		Phys. Cul.	1920	1				1,400
Hawkesbury	Shales, Walter E.	M.A., Queen's	Science, Phys. Cul.	Agr. & Hor.	1919	6½	5	2,200		
	Bryan, Laura M.			Art, Phys. Cul	1918	3½	2			1,200
	Parker, Olive E.	(Int.) B.A., Tor.			1920	1½	3			1,200
	Campbell, William A.	B.A., Queen's	Phys. Cul.	Art	1913	7½		2,000		
Iroquois	Mulloy, Lulu E.	B.A., Queen's			1911	13	3½			1,750
	Husband, Edith P.	B.A., Queen's		Phys. Cul.	1918	4½	4			1,300
	Carman, Margaret E.	M.A., Tor.	Mods. and Hist.		1920	8½				1,300
	Medcof, James L.	B.A., Queen's	Science	Phys. Cul.	1915	5½	1	2,000		
Kemptville	Johnston, Katie B.	B.A., Tor.	Eng. and Hist	Phys. Cul.	1911	9½	4			1,500
	Johnston, Frances V.	B.A., Tor.		Phys. Cul.	1913	7½	2			1,450
	MacLeod, E. Blanche	B.A., Queen's		Art, Phys. Cul	1919	4½				1,250
	Percival, Lois Mary	B.A., Queen's	Art		1918	3½				1,150

<b>Kenora</b>	Shannon, Samuel	B.A., Tor.	Phys. Cul.	(Int.)	1920	13	3	3,500	1,800
	MacLennan, C. Lillie	B.A., Queen's	Com.	(Int.)	1918	10	1	.....	1,800
	Lindsay, Bertie L.	B.A., Queen's	Phys. Cul.	(Int.)	1918	6	3	.....	1,500
	Bridgman, Norma E.	(Int.)	Phys. Cul.	(Int.)	1920	1	3	.....	2,000
	Case, H. James				1921	14	13	.....	.....
<b>Kincardine</b>	Nelson, Albert E.	B.A., Queen's			1916	12	6	2,500	.....
	Bodkin, Gertrude L.	(Int.)	Farm Mech.		1919	1	1	.....	1,700
	Dobson, Viola J.	B.A., Tor.	Art, Phys. Cul		1919	5	.....	.....	1,500
	Mitchell, Grace L.		Art, Phys. Cul		1919	7	.....	.....	1,300
	Giffilan, Viola	M.A., Tor.	Phys. Cul.		1920	6	.....	.....	1,500
	Young, Douglas L.		(Phys. Cul. Instr.)		1921	.....	.....	.....	.....
<b>Leamington</b>	Courtice, Samuel J.	B.A., Tor.	Phys. Cul., Math.		1917	17	6	2,500	.....
	Campbell, George A.		Art	(Int.)	1908	12	12	2,125	.....
	Rice, Elsie M.	B.A., Tor.	Phys. Cul. (Int.), Eng. & H.		1917	6	.....	.....	1,500
	Runians, Minnie C.	B.A., Tor.	Eng. and Hist.		1920	4	8	.....	1,500
	Stevenson, Clara M.	(Int.)			1920	2	.....	.....	1,450
	Magee, Myrtle		Phys. Cul.		1920	1	2	.....	1,250
<b>Listowel</b>	Archibald, Robert H.	B.A., Queen's	Phys. Cul.		1920	10	.....	2,500	.....
	Hay, Hazel F.	B.A., Tor.	Phys. Cul.		1916	4	.....	.....	1,800
	Tatham, Beatrice M.		Phys. Cul.	(Int.)	1920	5	3	.....	1,600
	Harris, Una M.	B.A., Queen's	Phys. Cul.	(Int.)	1920	5	.....	.....	1,800
	Mitchell, Jessie A.	B.A., Tor.	Art	(Int.)	1921	20	9	.....	1,400
<b>Lucan</b>	Douglas, Adam C.	B.A., Queen's	Phys. Cul.		1920	8	2	2,500	.....
	Sutherland, Donald A.	(Int.)	Phys. Cul.		1920	1	4	1,700	.....
	Madigan, Ellen I.	B.A., Tor.	Art, Phys. Cul.		1920	3	.....	.....	1,600
	Hood, Rita M.	(Int.)	Art, Phys. Cul.		1920	1	1	.....	1,300
<b>Madoc</b>	Marcellus, J. Ernest	B.A., Queen's	Fr. & Ger. (Int.), Phys. Cul.		1919	14	2	2,700	.....
	Chown, Elizabeth	B.A., Queen's	Art		1919	2	.....	.....	1,600
	Graham, Gladys M.	(Int.)	Phys. Cul.		1919	1	.....	.....	1,250
	Tienney, Olive		Art		1919	5	3	.....	1,500
<b>Markdale</b>	Morrison, Selkirk A.	B.A., Queen's	Eng. and Hist., Phys. Cul.		1919	18	4	2,000	.....
	(Teacher to be appointed)								
<b>Markham</b>	Bell, James S.	B.A., Tor.	Phys. Cul.		1912	11	2	2,500	.....
	Campbell, Stella K.		Phys. Cul.		1912	13	1	.....	1,500
	Dixon, Fred W.		Art, Phys. Cul.		1918	3	.....	1,500	.....
	Williams, Evelyn G.	B.A., Tor.	Mods and Hist.		1919	2	.....	.....	1,500



## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

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								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Meaford.....	Dundas, Arthur A. ....	B.A., Tor.	.....	.....	1897	24	2	2,500	.....	.....
	Williams, Edna J. ....	B.A., Tor.	.....	Phys. Cul. ....	1912	13½	.....	.....	.....	2,000
	Hidred, Edna L. ....	M.A., Tor.	Mods. and Hist. ....	.....	1920	21	.....	.....	.....	1,800
	Hammond, John E. ....	.....	Com. ....	Art. ....	1906	14½	3	.....	1,500	.....
Midland .....	Hall, Robinson A. ....	.....	.....	Phys. Cul. ....	1921	2	2	.....	1,500	.....
	Glass, William Arthur .....	B.A., Tor.	.....	Phys. Cul. ....	1904	18½	.....	2,700	.....	.....
	Boyle, Edna M. ....	B.A., Tor.	Math. and Phys. ....	Phys. Cul. ....	1915	5½	1	.....	.....	2,000
	Robins, John J. ....	B.A., Tor.	.....	Phys. Cul. ....	1920	1	3	.....	2,000	.....
Milton .....	Newton, Amy A. ....	B.A., Tor.	Mods. & Hist., Phys. Cul. ....	.....	1920	4	.....	.....	.....	1,500
	McNair, Alice A. ....	B.A., Tor.	.....	Phys. Cul., Art	1920	1	.....	.....	.....	1,500
	Hamilton, James A. ....	M.A., Tor.	Math., Phys. Cul. ....	.....	1920	13½	.....	2,000	.....	.....
	Wilson, Lorenia M. ....	B.A., Tor.	.....	Phys. Cul. ....	1920	.....	.....	.....	.....	1,300
Mitchell .....	Toll, Charles E. ....	.....	Phys. Cul. ....	.....	1921	.....	3	.....	1,600	.....
	Todd, Franece .....	M.A., Tor.	.....	.....	1921	.....	.....	.....	.....	1,800
	Wightman, Stanley .....	B.A., Queen's	.....	Phys. Cul. ....	1919	16½	2½	2,200	.....	.....
	Rutherford, Mary H. ....	B.A., Queen's	Science .....	(Int.)	1920	8½	.....	.....	.....	1,800
Morewood .....	Galloway, J. Louise .....	B.A., Tor.	Mods. & Hist., Phys. Cul. ....	.....	1920	5	.....	.....	.....	1,400
	Rutherford, Wilhelmina D. ....	.....	Art .....	(Int.)	1920	8½	4	.....	.....	1,500
	Loucks, Horatio .....	B.A., Queen's	.....	.....	1902	18½	5	2,100	.....	.....
	MacPhail, Mary C. (Temp.)	B.A., McM.	.....	Phys. Cul. ....	1920	1	3	.....	.....	1,800
Mount Forest	Speirs, Thomas E. ....	B.A., Tor.	Math. and Phys. ....	.....	1907	14½	2	2,500	.....	.....
	Fothergill, Ethel L. ....	.....	Art .....	(Int.)	1919	4½	1	.....	.....	1,150
	Foreman, Bessie E. ..	M.A., Queen's	Classics .....	Phys. Cul. ....	1920	.....	.....	.....	.....	1,100
	Maus, Janet W. ....	B.A., Queen's	.....	.....	1920	.....	6	.....	.....	1,200

Newburgh	Andrews, Robert T.	B.A., Tor.	Classics	1910	161	14	1,600	1,500
	Switzer, Neva		Art	1921	4	2	1,200	1,200
	Wilson, Caroline R.	(Temp.)		1920				
Newcastle	McMahon, Frank O.	B.A., Tor.	Phys. Cul.	1916	121	6	1,550	1,550
	Holland, Kathleen M.	(Int.)	Phys. Cul.	1920				
Newmarket	Davidson, John H.	M.A., B.Pæd., Tor.	Math.	1917	18	5	2,500	1,150
	Hollingshead, John E.			1884	36	21	1,750	
	Kidd, William L.		Phys. Cul.	1910	16	10	2,000	
	Wickett, Laura E.		Com.	1909	111	1		1,800
	Taylor, Annie M. A.	B.A., Tor.	Phys. Cul.	1914	61			1,650
	Haines, Ruth W.		Art, Phys. Cul.	1917	71			1,400
	Kirkwood, Elizabeth M.		Art, Phys. Cul.	1919	3	17		1,450
	Nealon, Matthew J.	(Int.)	Phys. Cul.	1920	2		2,000	
Niagara	Bale, Geo. S.	B.A., Tor.	Mods. and Hist.	1914	20		1,900	
	McCoig, Mary Alice.	(Int.)	Art, Phys. Cul.	1920	5	31		1,500
Niagara Falls	Myer, Albert N.	M.A., Trin.	Math.	1908	261		2,800	
South	Porter, William A.		Agr. & Hor., P.C.	1916	51	2	2,000	
	Johnston, E. Grace	B.A., Queen's	Phys. Cul.	1914	71	2		1,900
	Campbell, Minnie M.		Com., Art	1919	91	6		2,000
	Dawson, Margaret M.		Com.	1907	13	2		1,900
	Vandersluys, Major C. H.		(Phys. Cul. Instr.)	1920	16	10		
	Gardner, Ruth V.		(Household Sci. Instr.)	1913	7			
Norwood	Lawlor, Richard G.	B.A., Queen's	P.C., Agr. & Hor.	1908	191	8	2,100	
	Sangster, Grace	(Int.)	Art	1919	2	2		1,500
	Lawlor, Mrs. Emma S.	B.A., Queen's	Mods. and Hist.	1921	61	3		1,500
			(Int.)					
Oakville	Wyndham, William B.	B.A., Tor.	Eng., Hist., Fr. & Ger.	1914	24	61	2,500	
	McVean, Kathleen P.	B.A., Tor.	Phys. Cul., Art.	1920	31			1,400
	Ribey, Florence E.	(Int.)	Phys. Cul.	1920	1			1,400
	Moir, Mary A.	B.A., Tor.	Com.	1921	151			1,400
Omeme	Murphy, Edith A.	B.A., Queen's	Art.	1919	7		1,600	
	Cornell, Joy	(Temp.)		1920	1			1,100
Orangeville	Hackett, Edward	B.A., Dublin	Mods. and Hist.	1915	111		2,500	
	Strang, Grace M.	B.A., Tor.	Classics	1907	141			1,600
	Sinclair, Ella A.	B.A., Tor.	Phys. Cul.	1918	21			1,600
	Cook, Marjorie	(Int.)	Science	1919	11			1,500
	Byfield, Gwendolyn C.	(Int.)	Phys. Cul.	1919	3			1,300
	Moir, Isabella	B.A., Tor.	Com.	1919	131	8		1,800

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									Principal	Male Assistants	Female Assistants
Oshawa	Althouse, John G.	M.A., Tor.	Classics, Phys. Cul.	.....	1920	7 $\frac{1}{2}$	.....	3	\$ 3,000	\$	\$
	Stevenson, Lewis	B.A., B.Sc., Vic.	Math., Science	.....	1902	28	.....	3	.....	2,500	.....
	Ferguson, Arthur W.	B.A., Queen's	Phys. Cul. (Int.), Math.	.....	1920	4 $\frac{1}{2}$	.....	1	.....	2,300	.....
	Hammer, Lottie E.	B.A., Tor.	Mods. & Hist., Phys. Cul.	.....	1920	7	.....	2 $\frac{1}{2}$	.....	1,700	.....
	McBride, Sara M.	.....	Art	(Int.)	1920	16 $\frac{1}{2}$	.....	.....	.....	1,600	.....
	Armstrong, Florence J.	.....	Phys. Cul.	(Int.)	1920	10	.....	5	.....	1,400	.....
	Cummer, Elvina M.	.....	Com.	(Int.)	1920	15 $\frac{1}{2}$	.....	.....	.....	2,000	.....
	Scott, Andrew R.	B.A., Queen's	Math.	.....	1920	1	.....	.....	.....	1,700	.....
	Campbell, Gladys G.	(Int.)	Com.	.....	1920	1	.....	3	.....	.....	1,500
	Bell, Walter N.	B.A., D.Paed., Tor.	Classics	.....	1898	30	.....	.....	2,900	.....	.....
Paris	Willson, H. Blanche	B.A., Tor.	Math.	.....	1912	8 $\frac{1}{2}$	.....	1 $\frac{1}{2}$	.....	.....	2,000
	Noonan, Aileen	M.A., Tor.	Mods. and Hist.	.....	1919	4 $\frac{1}{2}$	.....	.....	.....	.....	1,800
	Jameson, Elmer	(Int.)	Science	.....	1920	3	.....	2	.....	1,700	.....
	Mew, Mrs. Edna F.	B.A., McM.	.....	.....	1920	6 $\frac{1}{2}$	.....	4	.....	.....	1,600
	Cooper, Alex. B.	B.A., Queen's	(Superv. Vocal Music)	.....	1920	17 $\frac{1}{2}$	.....	8	2,300	.....	.....
Parkhill	Campbell, Archibald D.	B.A., McM.	Phys. Cul.	(Int.)	1919	11 $\frac{1}{2}$	.....	1 $\frac{1}{2}$	.....	1,400	.....
	LeBoeuf, Emilie A.	(Int.)	Art	.....	1921	.....	.....	3	.....	.....	1,500
	MacDonald, Jessie H.	B.A., Queen's	.....	.....	1921	11 $\frac{1}{2}$	.....	1 $\frac{1}{2}$	.....	.....	1,600
	Cameron, James M.	B.A., Tor.	Science	(Int.)	1919	5	.....	1 $\frac{1}{2}$	2,300	.....	.....
Parry Sound	Hale, Mary E.	B.A., Queen's	.....	.....	1920	2	.....	.....	.....	.....	1,300
	Jones, Gwendolyn B.	(Int.)	Art	(Int.)	1919	4 $\frac{1}{2}$	.....	.....	.....	.....	1,300
	Hall, Henry W.	.....	.....	.....	1921	4	.....	.....	.....	1,500	.....
	.....	.....	.....	.....	1921	4	.....	.....	.....	.....	.....



Pembroke.....	Flach, Ulysses J.	M.A., Tor.	Math.	1913	32	2,640	.....
	Dunlop, Charles G.	B.A., Tor.	Maths. and Hist.	1918	10 <sup>1</sup> / <sub>2</sub>	1	2,160
	Dickey, M. Ada	B.A., Tor.	Fr. and Ger.	1914	18	.....	2,160
	Rose, Marion H.	M.A., Tor.	Phys. Cul.	1911	25 <sup>1</sup> / <sub>2</sub>	4	.....
	Cowan, Euphemia J.	B.A., Tor.	Art (Int.)	1920	10 <sup>1</sup> / <sub>2</sub>	.....	1,920
Penetanguishene	Rutledge, Evelyn M.	B.A., Tor.	Phys. Cul.	1920	4 <sup>1</sup> / <sub>2</sub>	.....	2,000
	De la Mater, Magdalene.	B.A., Tor.	Math.	1917	11 <sup>1</sup> / <sub>2</sub>	.....	1,600
	Keefe, R. Daniel	B.A., Tor.	Com.	1907	18 <sup>1</sup> / <sub>2</sub>	2,300	.....
	Sweet, Fred. G.	B.A., Tor.	Com.	1911	11	4 <sup>1</sup> / <sub>2</sub>	.....
	Abel, Margaret H.	B.A., Tor.	Com.	1921	11	2 <sup>1</sup> / <sub>2</sub>	1,400
Petrolia.....	MacKichan, Peter	B.A., Queen's	Phys. Cul.	1920	6 <sup>1</sup> / <sub>2</sub>	3	2,500
	McPhail, Alexander C.	B.A., Queen's	Phys. Cul.	1910	26 <sup>1</sup> / <sub>2</sub>	9 <sup>1</sup> / <sub>2</sub>	1,800
	Jones, Rachel L. L.	M.A., Western	Phys. Cul.	1918	4 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1,500
	Saunders, Lucy	B.A., West. M.A., Mich.	Art	1916	6 <sup>1</sup> / <sub>2</sub>	4 <sup>1</sup> / <sub>2</sub>	1,500
	Vrooman, Agnes S.	M.A., West.	Art.	1919	7 <sup>1</sup> / <sub>2</sub>	1,700	.....
Plantagenet....	Murtha, Ella T.	M.A., West.	Art.	1919	1 <sup>1</sup> / <sub>2</sub>	2	1,450
	(Teacher to be appointed)						
Port Dover.....	Ionson, Margaret A.	B.A., Queen's	Phys. Cul.	1918	5	11	1,700
	Brand, Olive C.	B.A., Queen's	Phys. Cul.	1920	1 <sup>1</sup> / <sub>2</sub>	3	1,350
Port Elgin.....	Carter George W.*	M.A., Tor.	Science	1920	1 <sup>1</sup> / <sub>2</sub>	4	2,000
	McLaren, Caroline E.	B.A., Queen's	Science	1920	1 <sup>1</sup> / <sub>2</sub>	.....	1,400
	Brown, Marion H.	B.A., Queen's	Science	1920	1 <sup>1</sup> / <sub>2</sub>	.....	1,200
	Evans, George E.	M.A., Tor.	Classics	1919	7 <sup>1</sup> / <sub>2</sub>	2,600	.....
Port Hope ...	Copeland, George E.	M.A., Queen's	Agri., (Int.), Science.	1911	9 <sup>1</sup> / <sub>2</sub>	3 <sup>1</sup> / <sub>2</sub>	2,100
	Tuer, Margaret	B.A., Tor.	Art, Com.	1910	14	5	1,500
	Quinlan, Frances M.	B.A., Tor.	Mod. and His.	1919	3 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1,400
	Hay, James A. M.	B.A., McM.	Math. and Phys.	1920	1 <sup>1</sup> / <sub>2</sub>	.....	1,800
	Follick, Thomas H.	M.A., Vic.	Science	1915	30 <sup>1</sup> / <sub>2</sub>	2	1,850
Port Perry....	Stone, George	B.A., Tor.	Art	1883	39	4	1,750
	Harris, L. Morwenna	B.A., Tor.	Art	1912	10 <sup>1</sup> / <sub>2</sub>	1 <sup>1</sup> / <sub>2</sub>	1,300
	Lynch, Mary E.	B.A., Tor.	Phys. Cul.	1918	13 <sup>1</sup> / <sub>2</sub>	2 <sup>1</sup> / <sub>2</sub>	1,300
	Glasgow, Marion I.	B.A., Tor.	(Ho. Sci. Instr.)	1918	4 <sup>1</sup> / <sub>2</sub>	.....	1,300
	Short, J. Clinton	B.A., Tor.	(Phys. Cul., Instr.)	1920	.....	.....	.....
Port Rowan ..	Smith, S. Louise	B.A., Tor.	Art	1920	10 <sup>1</sup> / <sub>2</sub>	3	1,800
	(Teacher to be appointed)						

\* Temporary certificate as Principal.

## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hort. the Certificate is Intermediate.)	Date of appointment	No of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries		
								Principal	Male Assistants	Female Assistants
								\$	\$	\$
Prescott.....	Greig, Earl H. ....	B.A., Queen's.....	Phys. Cul. .... (Int.)	.....	1916	4½	.....	1,950	.....	.....
	Goulding, Hanna M. ....	B.A., Tor. ....	Phys. Cul., Art. .... (Int.)	.....	1911	17½	2½	.....	.....	1,650
	Allen, Lillian M. ....	B.A., Queen's.....	Eng. and Hist. ....	.....	1920	6½	.....	.....	.....	1,700
	Cumming, Mary E. .... (Int.)	B.A., Queen's.....	.....	.....	1921	.....	.....	.....	.....	1,500
Richmond Hill	Elliott, Thomas E. ....	B.A., Tor. ....	Fr., Ger. & Eng. ....	.....	1920	32	.....	2,000	.....	.....
	Stanley, Pauline M. ....	B.A., West. ....	.....	.....	1920	2½	.....	.....	.....	1,500
	Collins, Warren A. .... (Int.)	.....	.....	.....	1921	.....	.....	.....	1,300	.....
	Cameron, James G. ....	B.A., Queen's.....	.....	.....	1919	19½	14½	2,200	.....	.....
Ridgetown....	Dorrance, Annie V. ....	B.A., Queen's.....	Art (Int.), Phys. Cul. ....	.....	1919	3½	6	.....	.....	1,300
	Foster, Jessie ....	B.A., Queen's.....	Fr. and Ger. ....	.....	1920	19	.....	.....	.....	1,600
	Spark, George ....	B.A., Tor. ....	.....	.....	1921	6½	3	.....	2,000	.....
	Switzer, Josie E. ....	.....	.....	.....	1921	9½	4	.....	.....	1,700
Rockland.....	Clark, Joseph C. ....	B.A., Tor. ....	Classics ....	.....	1920	23	2½	1,500	.....	.....
	O'Toole, Mary E. .... (Int.)	.....	.....	.....	1920	1½	2½	.....	.....	1,400
	Hanbidge, Frances J. ....	.....	Phys. Cul. .... (Int.)	.....	1920	3½	.....	.....	.....	1,400
	Rudlen, George W. ....	B.A., Tor. ....	Math. ....	.....	1904	22	.....	4,000	.....	.....
Sault Ste. Marie	Walkom, Daniel T. ....	B.A., Queen's.....	.....	.....	1911	11	3½	.....	3,000	.....
	McKinnon, Charles ....	B.A., Tor., M.A., Chl. ....	Phys. Cul., Classics ....	.....	1917	16	3½	.....	3,000	.....
	Robb, James A. M. .... (Int.)	B.A., Queen's.....	Phys. Cul. ....	.....	1919	14	1½	.....	2,000	.....
	Sabine, Ernest L. .... (Int.)	B.A., Queen's.....	Eng. and Hist. ....	.....	1920	11	11	.....	2,000	.....
	Patterson, Harriet A. ....	B.A., Queen's.....	Eng. and Hist. .... (Int.)	.....	1914	14	.....	.....	.....	2,800

Clayton, Vivian E.	B.A., Man.	Art, Com.	1908	144	14	2,800
MacKenzie, Anna		Phys. Cul.	1910	101	11	2,000
Crummer, Eva M.	B.A., Tor.	Math. and Phys.	1917	11	1	2,000
Irving, Jessie C.		(Int.)	1919	51		2,000
Scott, Ethel O.	M.A., Tor.	Mod. & Hist. (Int.), Fr. & Ger.	1920	81	41	2,200
Smith, S. Ada	M.A., Tor.	Mod. & Hist. (Int.), Com.	1920	73		2,200
Later, Thomas J.		Man. Train.	1910	10	10	2,200
Shaw, Mary P.		(Ho. Sci. Instr.)	1910	14		2,000
Shelburne	B.A., Queen's	Math.	1919	71	31	2,300
Butcher, C. Ward	B.A., McGill	(Int.)	1918	81	2	1,500
Eckhardt, Jessie E.		Phys. Cul.	1920	1	4	1,200
Murchison, Mary B.	(Int.)					
Simcoe	B.A., Tor.	Eng., Fr. and Ger.	1889	42		2,050
Christie, James D.		Phys. Cul.	1917	71		1,850
Martin, Thomas W.		(Int.)	1918	51		1,850
Manning, Ernest D.		Phys. Cul.	1920	61	31	1,500
Smith, Annie A.		Phys. Cul. Art.	1921	21	4	1,200
Grieve, Bessie M.	(Int.)					
Smithville	B.A., Queen's	Phys. Cul.	1920	41		2,000
Judge, Albert E.		Phys. Cul.	1920	81	2	1,500
Traver, Edith A.		Phys. Cul.	1920	1	2	1,400
Ross, Helen I.	(Int.)					
Stirling	B.A., Vic.	Science	1893	28	4	2,000
Kennedy, George E.	B.A., Queen's	Mod. and Hist.	1918	31		1,400
Powell, Mabel		Phys. Cul.	1918	3	41	1,200
Weatherill, Lillian		Art.	1920	1	4	1,300
Whiteman, Margaret	(Int.)					
Streetsville	B.A., Tor.	Art, Phys. Cul.	1920	41		2,000
Rodden, Mary K.		Phys. Cul.	1913	71		1,700
Gerhardt, Harry W.						
Sudbury	B.A., Tor.	Math.	1920	281		3,800
Cornwell, John L.	B.A., Queen's	Math.	1917	31		2,000
Rose, Kathleen M.	B.A., Queen's	Art	1919	11		1,600
MacDougall, Florence E.	(Int.)		1913	101	61	2,000
File, Lillian A.		Com.	1920	51	1	1,600
Stewart, Winona	B.A., Queen's	Phys. Cul. (Int.), Science.	1921	5		3,000
Green, Walter W. H.	B.A., Queen's	Mod. & H., Phys. Cul. (Int.)	1920	51		1,600
Kerr, Maybelle G.	B.A., Tor.					
Sydenham	M.A., B.Sc., Queen's	Science	1915	131	5	2,500
Sine, Frederick	B.A., Tor.	Phys. Cul. (Int.), Art	1919	31		1,300
Hunter, Lily P.	(Int.)	Phys. Cul.	1920	1	1	1,300
Foster, Laura A.	B.A., West.	Art	1920	21		1,400
Morrow, Consuelo B.	(Int.)					



## List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1921—Continued

High Schools	Names of Teachers	Degrees	Specialists	Elementary and Intermediate Certificates (In the case of Agr. and Hor. the Certificate is Intermediate.)	Date of appointment	No. of years' experience in a High School or Coll. Inst.	No. of years in a Public School	Salaries.		
								Principal	Male Assistants	Female Assistants
Thorold.....	Haynes, Andrew C. ....	B.A., Tor.	Phys. Cul.	(Int.)	Voc. Mus.	1920	9½	2,500	\$	\$
	Clark, Alice B. ....	B.A., Tor.	Phys. Cul.		Art	1920	2½	.....	1,600	.....
	Park, Leonora .....	B.A., Tor.	Phys. Cul.		Phys. Cul.	1921	3½	.....	1,600	.....
Tillsonburg...	Auld, Charles .....	B.A., Tor.	Math.			1914	26	2,500	.....	.....
	Sinclair, Robt. J. ....		Phys. Cul.		Agr. & Hor.	1915	9½	.....	2,000	.....
	Hindson, Hilda M. ....		Phys. Cul. (Int.), Com.		Art	1904	16	.....	1,600	.....
	Kennedy, Jessie .....	B.A., Queen's	Phys. Cul.			1920	5	.....	1,500	.....
	Kay, Lydia M. ....		Phys. Cul.	(Int.)		1919	6½	.....	1,300	.....
Toronto, Commerce...	Eldon, Robert H. ....	B.A., Queen's	Math., Com.			1911	29	4,375	.....	.....
	Ward, William .....	B.A., B.Ped., Queen's	Com.			1911	26	.....	3,375	.....
	Fletcher, William H. ....	M.A., Queen's	Science, Com.			1911	25½	.....	3,375	.....
	VanEvery, John F. ....	B.A., Tor.	Eng., Hist., Fr. and Ger.			1912	23	.....	3,000	.....
	Baird, William .....		Com.			1911	18	.....	3,375	.....
	Conlin, Evelyn E.* .....	B.A., Tor.	Mods. and Hist.			1911	18½	.....	.....	3,125
	Keast, Walter .....	B.A., Tor.	Math.			1916	14½	.....	3,375	.....
	Edward, Wesley G. ....	B.A., Tor.	Com.			1911	15½	.....	3,125	.....
	Bailey, Joseph J. ....	B.A., Tor.	Com.	(Int.)		1911	16	.....	3,125	.....
	Webster, Samuel C. ....	B.A., Tor.	Com.			1911	19	.....	3,125	.....
	Harry, Frank T. ....		Com.			1913	7½	.....	2,875	.....
	Smith, Clayton R. ....		Art, Com.			1913	13½	.....	2,750	.....
	Mathieson, Elsie .....	B.A., Tor.	Eng. and Hist.			1914	12	.....	.....	.....
	Francis, Annie B. ....	B.A., Tor.	Mods. and Hist.			1914	10	.....	.....	2,625
	Stockdale, Thomas N. ....		Phys. Cul., Com.			1915	17½	.....	.....	2,625
	Hare, Arthur F. ....		Art.			1916	12	.....	.....	.....
	Lailey, Marion B. ....		Com.	(Int.)		1916	7½	.....	2,500	.....
	Harvey, Humphrey G. (Int.)	M.A., Tor.	Phys. Cul.	(Int.)		1916	9	.....	2,625	.....
			Com.			1916	4½	.....	2,500	.....

Toronto, Davenport..	Ramsay, James A. ....	B.A., Queen's.	Art (Int.), Com.	1917	11½	11	2,375	2,375
	Ferguson, W. Stanley (Int.)	B.A., Queen's	Mod. and Hist.	1917	3½	8	2,375	2,250
	Bachelor, Edna G. ....	B.A., McM.	Sci. (Int.), Math. & Phys.	1917	3½		2,250	2,250
	Henry, Stanley Hunter .....	M.A., Queen's.	Mod. and Hist.	1918	10½		2,250	2,250
	Atkin, Edith L. ....	B.A., Tor.	Com. (Int.), Phys. Cul.	1918	5½	8½	2,250	2,125
	Cavell, Ernest E. ....		Com. (Int.), Phys. Cul.	1918	2½	5½	2,125	2,125
	Dickson, Lucy I. ....	B.A., Tor.	Phys. Cul. (Int.), Mod. & H.	1918	2½		2,125	2,125
	Bain, Mary .....	B.A., Queen's.	Com., Art, Phys. Cul.	1919	13	18	2,500	2,125
	Hampson, Edward ....	(Int.)	Art, Science	1919	14	4	2,375	1,875
	Spence, Frank A. ....	(Int.)	Com. and Hist.	1920	1½	8½		
	Davidson, Viola M. ....	B.A., Queen's.	Phys. Cul.	1920	1½			
	Proudfoot, Rolph M. ....	(Int.)		1920	1½			
	Rae, Margaret .....	(Int.)		1920	1½			
	Wood, Frank H. ....	B.A., Tor.	Math.	1920	12	3,375	3,000	3,000
Toronto, North.....	Halbert, Edwin J. ....	B.A., Tor.	Science	1920	11½	3	3,000	3,125
	Hutchinson, John I. ....	M.A., Tor.	Eng. and Hist.	1920	12		2,875	2,875
	Ketcheson, F. Blanche .....	B.A., Tor.	Mod. and Hist.	1920	15		2,875	2,875
	Lamb, Walter J. ....	M.A., Queen's	Math.	1920	7	3	2,875	2,875
	Morrow, John D. ....	B.A., Tor.	Class.	1920	24½		2,875	2,085
	Smith, Hilda C. ....	B.A., Tor.	Phys. Cul. (Int.), Art.	1921	6½			
	Reed, George H. ....	M.A., B.Paed., Tor.	Classics	1910	32½	4	3,875	3,375
	Shaw, Robert .....	B.A., Tor.	Math.	1913	19	3	3,375	3,375
	Clark, Luther J. ....	B.A., Queen's.	Phy. Cul. (Int.) Fr. & Ger.	1914	30½	5½	3,375	3,375
	Keillor, James .....	B.A., Queen's	Eng. and Hist.	1915	29	3	3,125	2,625
	Murdoch, William E. ....	B.A., Tor.	Classics	1920	10½	16		1,875
	Scanlon, Mary G. ....	B.A., Tor.	Phys. Cul., Art	1911	12	2½		3,125
	Kennedy, M. Isabel. ....	(Int.)	Science	1919	2	3		3,125
	Ayers, M. Huntley .....	M.A., McM.	Math. & Phys., Phys. Cul.	1920	16½	8	1,875	2,125
Trenton.....	Quirk, Eric .....	B.A., Tor.	Mod. and Hist.	1920	14		1,975	
	Allen, Mabel E. ....	B.A., Tor.	Phys. Cul.	1920	3			
	Reynolds, Norman W. (Int.)	B.A., Tor.	Ph. Cl., Mod. & H. (Int.), Eng. and His.	1910	25	4	2,600	
	Whyte, Robert .....	B.A., Tor.	Art	1918	2½			1,700
Tweed.....	McCauley, Ina H. ....	B.A., Tor.	Phys. Cul.	1919	7½			1,700
	Alcombrack, Edna A. ....	B.A., Tor.	Art	1920	3½	1		1,400
	Gillham, M. Estella .....	(Teacher to be appointed)	Phys. Cul. (Int.)	1916	9	1½	2,450	
	Irwin, Alfred H. ....	B.A., Queen's.	Phys. Cul.	1920	1			1,200
	Truscott, Edith. ....	(Int.)	Art	1920	3½	1		1,300
	Quinlan, V. May .....							

\*Qualified to teach Spanish.





Watford	Cameron, Murray	B.A., Queen's	Math. and Phys.	Phys. Cul.	1920	41	2,400	1,500
	Ballantyne, Geo. Angus (Int.)	M.A., Tor.	Eng. and Hist.	Phys. Cul.	1919	13	1,900	1,550
	McCaw, Hester E. A.	B.A., Tor.	Eng. and Hist.	Art	1912	121	1,500	1,500
Welland	Mitchell, Blanche H.				1907	131	4	
	McCuag, Herbert M.	B.A., Queen's	Science	Phys. Cul.	1891	36	2,500	
	Johnson, Guy E. (Int.)	M.A., Queen's	Math.	Phys. Cul.	1920	21	2,400	
	Thomson, Helen M.	B.A., Tor.	Art		1908	121	3	1,800
	Brennan, Jennie L.	B.A., Tor.	Phys. Cul. Mods. & Hist.		1906	141	4	1,700
	Ross, Margery E.	B.A., Tor.	Eng. and Hist.	Phys. Cul.	1913	63	3	1,500
	MacLaurin, M. Louise (Int.)	B.A., McM.	Com.	Phys. Cul.	1919	2	3	1,400
	Fritz, Myrtle E.		(Int.)	Phys. Cul.	1919	51	1	2,000
	Cameron, Allan A.			Phys. Cul.	1921	153	3	1,900
Weston	Pearson, Alexander	B.A., Tor.	Science	Agr., P.C., Com.	1914	271	3,000	
	Graeb, Mabel M.	M.A., Tor.	Mods. and Hist.	Phys. Cul.	1911	12		1,700
	Dufton, Lena I.	3.A., Tor.	Class.	Phys. Cul.	1920	111		1,750
	Moir, M. Isabelle	B.A., Tor.	Art	(Int.)	1919	93		1,400
	Jeffrey, H. G. Stirling	B.A., Tor.	Math. and Phys.	Phys. Cul.	1919	21		1,900
	Gillies, Ina M.	B.A., Tor.	Phys. Cul.	(Int.)	1920	21	11	1,350
Whitby	Ireland, Norval J.* (Int.)	B.A., Tor.	Phys. Cul.		1920	11	4	2,000
	Gregory, Alice E.	B.A., McM.	Phys. Cul. (Int.), Classics		1917	33		1,600
	Lemon, Robert C.	B.A., Tor.	Eng. and Hist.		1919	21		1,500
	Carroll, William I.	B.A., Queen's	Phys. Cul.		1920	1	4	1,700
	West, John F.	(Int.)	Phys. Cul.		1920	11		1,700
	Miller, Gladys M.	(Int.)	Art	Phys. Cul.	1920	23	3	1,500
Warton	Hamilton, John R.	B.A., Queen's	Phys. Cul.	Phys. Cul.	1912	113	2,200	
	Shepley, Addie M.		Phys. Cul.	Phys. Cul.	1920	33		1,400
	Tully, Oral L.	(Int.)	Art	Art	1920	1	21	1,250
Williamstown	Barrett, Wellington J. C.	B.A., Queen's	Phys. Cul.	Phys. Cul.	1919	61	2,100	
	Cattanach, Jessie S.	B.A., Queen's	Phys. Cul.	Phys. Cul.	1910	10	42	1,650
	Waddell, T. Kenneth	B.A., Queen's	Phys. Cul., Agr.	Phys. Cul., Agr.	1919	3		2,000
Winchester	Ross, Edith I. (Int.)	B.A., Queen's	Phys. Cul., Art	Phys. Cul., Art	1920	21		1,500
	Barlow, Fred. J.	B.A., Tor.	Art	Agr. Phys. Cul.	1917	61	2	2,100
	Rogers, W. Cruess	M.A., Queen's	Art	Phys. Cul.	1919	10	21	1,550
	Fowler, Edith I.	B.A., Tor.	Classics	Phys. Cul.	1919	1		1,100
	Brookins, Marjorie	B.A., Queen's	Fr. and Ger.	Phys. Cul.	1920	1		1,100
	Rose, Maude L.		Art	Art	1920	61	4	1,000
Wingham	Brackenbury, George L.	B.A., Queen's	Class	Phys. Cul.	1920	8	1	2,500
	McConnell, Jean M.	B.A., Queen's	Mods. and Hist.	(Int.)	1920	4	8	1,800
	Finch, Ethel B.	B.A., Tor.	Phys. Cul.	Phys. Cul.	1920	1	1	1,700
	Hamilton, Grace A.	(Int.)	Phys. Cul.	Phys. Cul.	1920	1	1	1,800
	Parker, Mrs. Norma	B.A., Queen's	Phys. Cul.	Art Phys. Cul.	1920	61		1,700

\*Temp. certificate as Principal.

## SUMMARY, COLLEGIATE INSTITUTES AND HIGH SCHOOLS, JANUARY, 1921

Number of Schools, Sex of Teachers, and Per- centages		Number of Teachers		Salaries		University Graduates, Specialists, etc.	
Schools		Collegiate Institutes		Collegiate Institutes		Collegiate Institutes and High Schools	
Collegiate Institutes .....	47	Principals ..	47	Highest Salary .....	\$4,500	Graduates .....	895
High Schools .....	121	Assistants ..	617	Average ..	3,203	Non-Graduates .....	312
Total .....	168	Total .....	664	Male Assistants ..	2,478	Graduates, Jan., 1921 .....	74.15 per cent.
Increase for the year .....	1			Female ..	1,863	" 1920 .....	73.11 "
				Average Salary .....	\$2,251	Non-Graduates, Jan., 1921 .....	25.84 "
				Increase for the year .....	172	" 1920 .....	26.88 "
Teachers		High Schools		High Schools		Interim Certificates .....	
Men .....	587	Principals ..	121	Highest Salary .....	\$4,375	Specialists .....	629
Women .....	620	Assistants ..	422	Average ..	2,315	Interim Specialists .....	262
Total .....	1,207	Total ..	543	Male Assistants ..	2,142	Specialists and Int. Specialists Jan. '21, '20 ..	73.81 per cent.
				Female ..	1,550	" " 1920 ..	72.08 "
				Average Salary .....	\$1,843	Non-Specialists, Jan., 1921 .....	26.18 "
				Increase for the year .....	320	" 1920 .....	27.91 "
Percentages		Grand Total		Collegiate Institutes and High Schools		Elementary Certificates in Art .....	
Jan. '21: Men, 48.63; Women, 51.36		Principals ..	168	Highest Salary .....	\$4,500	Physical Culture .....	91
" '20: " 49.14; " 50.85		Assistants ..	1,039	Average ..	2,563	Commercial Certificates .....	373
" '19: " 48.71; " 51.28		Grand Total	1,207	all Principals ..	2,563	" " Manual Training ..	5
" '14: " 59.27; " 40.72		Increase for	39	all Assistants ..	1,987	Certificates in Farm Mechanics ..	10
" '09: " 67.55; " 32.45		the year ..				Vocal Music .....	2
" '04: " 78.80; " 21.20						Intermediate Certificates in Agricul. and Hort.	37

## APPENDIX Y

ONTARIO SCHOOL FOR THE  
BLIND

## ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

SIR,—I have the honour to transmit herewith the Forty-ninth Annual Report of the Ontario School for the Blind, Brantford, for the year ended 31st October, 1920.

I have the honour to be,

Sir,

Your obedient servant,

W. B. RACE,

*Superintendent.*

Brantford, December, 1920.

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The Attendance

In presenting the Forty-ninth Annual Report of the Ontario School for the Blind, I beg to report the average attendance for the session which ended June, 1920, as 108, and a slight decrease in the total registration for the school session commencing September 22nd, 1920, from 110 to 106. The registration of pupils for the twelve months of the official year from October 31st, 1919, to October 31st, 1920, was 136, just eight more than in the preceding year.

There is very little variation in the attendance from year to year, and although a large number of new pupils are being admitted in the September term, a greater proportion than usual of older pupils have been withdrawing owing to the ease of obtaining employment. If a period of industrial depression should set in there will be less inclination to leave the school until a more thorough grasp has been obtained of the work in the Literary and Music Departments.

## Blind Children Not Attending

That there are many blind children in the province who are not attending our school for one reason or another is quite evident, and several reasons may be given by way of explanation. There are some to whom the existence of the school is not known, and others, to whom its existence is well known, hesitate and even refuse to send their children owing to their reluctance to be separated from them. An appeal was made a few years ago to the Public School Inspectors, and elicited from many of them the reply that as far as they knew there were no blind children in their inspectorates, and yet from many of these counties applications came in



later in behalf of children who had been blind for several years. If the inspectors could co-operate with us by making enquiries from all school children through their teachers, I feel confident that the whole province would be thoroughly and effectively combed.

#### Changes in Staff

Miss Edith Harrington, Music Teacher for a period of years, resigned in August to get married, and her place has been filled by the appointment of Miss E. Jean Howell. Miss Harrington was a faithful and efficient teacher whose resignation was accepted with genuine regret, but we were fortunate in obtaining the services of an experienced teacher in Miss Howell, who has for the past twelve years been a teacher in the Pittsburg School for the Blind, although a Canadian and resident of Brantford.

Miss Mary Gilbert, the very efficient Girls' Nurse for many years, was taken down with pneumonia in February, and succumbed, after a very brief illness, in the school hospital. Her position has been filled by the appointment of Miss Sarah E. Scholefield, who has had several years' experience in a similar capacity at Port Simpson in the far West.

Mr. Paul Greenwood, for two years Boys' Supervisor, was succeeded by Mr. H. B. Tindall, of Toronto, who has had experience with boys which should make his services valuable here.

#### New Pupils at the opening of the Session, September 22nd, 1920

Name.	Address.	Name.	Address.
Barnstable, David A.	Winnipeg, Man.	Mellick, Verna L.	Rapid City, Man.
Baxter, Harold	Wetaskiwin, Alta.	Mollord, Robert L.	Stonewall, Man.
Clarke, Frederick A.	Toronto, Ont.	Philpott, Alfred E.	Brockville, Ont.
Dell, Pearl	Edmonton, Alta.	Sadeski, Mary	Souris, Man.
Duciaume, Francina	Rockland, Ont.	Scherger, Christian	Leader, Sask.
Duggan, Basil	Toronto, Ont.	Shotbolt, Kate	Sturgeon Creek, Man.
Edmondson, Murray S.	Moose Jaw, Sask.	Smith, Audrey S.	Collins Bay, Ont.
Fox, Marjorie I.	Oshawa, Ont.	Taylor, Mabel	Edmonton, Alta.
Gilby, Norman	Purbrook, Ont.	Truscott, Ruth	Battleford, Sask.
Groom, William H.	London, Ont.	Warren, George F.	Prince Albert, Ont.
Kingsley, Norah C.	Bridgesville, B.C.	Watson, Myrtle	Vancouver, B.C.
Lockett, Stanley	Edmonton, Alta.		

#### Pupils Registered in Session 1919-20

Name.	Address.	Name.	Address.
Anthony, Gordon	Brampton.	Hackett, John	Toronto.
Bell, Stewart	Paisley.	Hartfield, Adolf	Lang, Sask.
Bellew, Clarence	Winter, Sask.	Hill, Archibald	North Bay.
Bettridge, Edward	Brampton.	Hill, Norman	St. Thomas.
Black, Fraser	Fort William.	Hutchinson, Fernie	Fernie, B.C.
Braden, Milton	Calabogie.	Jeffrey, Gordon	Beachburg.
Campbell, Charles	Toronto.	Joyce, Judson	Ottawa.
Carlson, Arthur	Victoria Harbor.	Konopski, Albin	Valley River, Man.
Carscallen, Archibald	Tamworth.	Kozlowski, Joseph	Winnipeg, Man.
Conway, Ernest	Hough Lake.	Lott, Ernest	Wingham.
Craig, Leslie	Petrel, Man.	Macalister, Donald	Macalister, B.C.
Culver, John	Todmorden.	Macbeth, Stanley	Toronto.
Davidson, Thorstein	Caspaco, B.C.	Makey, Lawrence	Tilbury.
Dobbin, Bert	Toronto.	Martin, Joseph	Winnipeg, Man.
Duncan, Terence	Toronto.	McIvor, Donald	Goderich.
Elmes, Alfred	Toronto.	McDonald, James	Clover Bar, Alta.
French, Clayton	Anglia, Sask.	McLennan, John	Toronto.
Gash, James	Vancouver, B.C.	MacLaren, Frederick	Merrickville.
Grausdin, John	Lettonia, Man.	Metcalfe, William	Toronto.
Green, Edward	Dunnville.	Miscampbell, Lester	Angus.
Green, Harold	Elmwood, Man.	Mulholland, Thomas	Toronto.

## Pupils Registered in Session 1919-20—Continued

Name.	Address.	Name.	Address.
Murray, Ancile.....	Goderich.	DeCarlunis, A.....	Peterboro'.
Niece, Robert .....	Lowbanks.	Dupuis, Agnes.....	Brantford.
O'Brien, William .....	Peterboro'.	Edwards, Mary .....	Toronto.
O'Neill, Mary .....	Ottawa.	Folis, Rose .....	Winnipeg, Man.
Parfitt, Allan.....	Toronto.	Fuson, Dora .....	Winnipeg, Man.
Patrick, George .....	London.	Gascoigne, Marjorie....	Hamilton.
Pennell, William.....	Allsaw.	Gill, Grace .....	Toronto.
Petrie, Aloysius.....	Hamilton.	Grey, Muriel .....	Winnipeg, Man.
Philpott, Frederick....	Brockville.	Grills, Iva .....	Cane.
Philpott, John .....	Brockville.	Hilton, Lydia .....	Belleville.
Powell, James .....	Toronto.	Hyndman, Elsie .....	Norwich.
Richards, Laurie.....	Winnipeg, Man.	Joyce, Patricia .....	Strathcona, Alta.
Stoddart, Ernest.....	Copper Cliff.	Krauser, Rose .....	Winnipeg, Man.
Sydor, Mike .....	Winnipeg, Man.	Lammie, Greta.....	Hensall.
Sutherland, Joseph....	Vancouver, B.C.	McDonald, Christina...	Dunvegan.
Towner, John .....	Toronto.	McEwen, Geraldine....	Saskatoon, Sask.
Troughton, Robert....	Arthur.	MacGillivray, Agnes ..	Listowel.
Tuttle, Russell.....	Toronto.	Miller, Susan.....	Gravenhurst.
Vance, D. Earl.....	Galt.	Mishnishcodare, E.....	Manitowaning.
Vance, Frank .....	Saskatoon, Sask.	Nelson, Eva.....	Winnipeg, Man.
Webb, Harold .....	Barrie.	O'Neill, Mary.....	Ottawa.
Wilkinson, Charles....	Kingston.	Philpott, Emily.....	Brockville.
Young, Kenneth .....	Binbrook.	Reddick, Jessie.....	Toronto.
Bews, Anna .....	Bridgeburg.	Regimbal, May.....	Norwood Grove, Man.
Bickerton, Gladys....	Navan.	Sells, Kathryn.....	London.
Brown, Gladys.....	Simcoe.	Slay, Gladys.....	Sarnia.
Brunsdon, Alma.....	Brantford.	Smith, Effie .....	Brantford.
Clark, Jessie .....	North Bay.	Tolton, Edna.....	Guelph.
Clark, Lillian .....	Mt. Dennis.	Wagner, Rose .....	Brantford.
Clarke, Marguerite....	Toronto.	Waswanapi, Mary.....	Cochrane.
Collins, Mabel .....	Regina, Sask.	Welsh, Verna.....	Baldur.
Crawley, Daisy .....	Toronto.	West, Bessie .....	Brampton.
Dalton, Mary .....	Hamilton.	Wiggins, Clarice.....	Stratton.
Dawson, Christina....	Toronto.		

## New Seats in Assembly Hall

The antiquated, unsightly and uncomfortable seats in the Assembly Hall have been replaced by comfortable opera chairs, and the effect is a decided improvement. A new maple floor was laid, and altogether the improvement in appearance and comfort is well worthy the expense involved.

## June Concert

The concert at Christmas was not held owing to the prevalence of epidemics, but in June the pupils and teachers put forth a special effort to make up for the disappointment. The following report is taken from the *Brantford Expositor*:—

## Class Graduates from the O.S.B.

## PUPILS HEARD LAST EVENING IN PROGRAMME THAT WAS A FAREWELL FOR MANY OF THEM.

Another class of pupils from the Ontario School for the Blind left the safe refuge of the school to-day to take up their lives among what they themselves call "seeing people," equipped in the best way that it has been possible to direct them, as individuals, able to fill a place in spite of the handicap that is theirs. The closing concert was given last night at the school.

Principal Race introduced the pupils to the audience that is always large, and that last night was no exception. Most of those attending were of the opinion that it did not matter what the nature of the programme was; the real interest lay in the pupils, and in the way they did what was expected of them by their instructors, though they did many things not expected of them by the uninitiated outsider. Mr. Race has been making a point of training the pupils to make their way without the assistance of anyone on the platform and the surety with which the boys and girls moved about was a surprise.

## TO CIVIL LIFE

Principal Race made no formal address. He spoke of the pupils who would not return and stated that some of the most successful boys and girls were not coming back. One of the girls, Miss Gladys Slay, who sang very sweetly last night, Mr. Race said, was going to Sarnia, where she had secured a position as a dictaphone stenographer in a large manufacturing office. Several of the pupils, he said, were experts in this work. Mr. Race referred briefly to the work done in the classes, that could not be exhibited. He spoke highly of the teachers' efforts and extended best wishes to the pupils leaving for their holidays and particularly to those who did not intend to return in September when the school re-opens.

As a variation to the usual musical programme, two drills were given by the junior pupils, one a pretty flower drill in which the little people were very much admired while expressions of pathetic interest were heard on every hand. The other drill was a patriotic exercise, "Saluting the Canadian Flag," very precisely done by pupils who were totally blind.

The work of the choral class was particularly enjoyed; they gave an opening number, "American Battle Hymn," two part songs unaccompanied, "Lassie of Mine," and "Since First I Saw Your Face," a selection from "The Holy City," "List the Cherubic Host," while the girls from the choral class sang two part songs, "Indian Slumber Song" and "The Fairy Pipers."

Master Jimmie McDonald, who led the boys and girls in the patriotic drill was very much admired for his manly bearing. Little Jimmie is about ten years old, and his home is in Edmonton. In 1915 he picked up something that looked very harmless, but which was a bomb. It exploded and the lad lost his right arm just below the elbow and both his eyes. The parts he had to recite were given excellently, as were the lines assigned to all in the drill, each one telling some reason why the flag of Canada should be revered.

Miss Kathryn Sells proved to be one of the most skilled and tasteful musicians among the music classes. She has a career ahead of her and a means of being both useful and accomplished, for she showed her skill at the organ, playing "Largo," by Handel; Lemaire and Bach's "Allegro from Sonata No. 1." Miss Sells also played the piano, giving Liszt's "Rhapsody" with considerable finish and being one in a four part serenade.

Another of the girls who was warmly encored was Miss Susan Miller. Miss Gladys Bickerton showed promise as a soloist, giving Sanderson's "Spring's Awakening" with considerable feeling, and Miss Gladys Slay also sang sweetly "Musetta's Waltz Song" from "La Boheme."

One of the numbers on the programme that made a special appeal was a serenade for the violin, viola, piano and organ in which Miss Greta Lammie, Miss Susan Miller and Miss Kathryn Sells took part, and a meditation by Bach and Gounod by the same artists with Mrs. Jex playing the cello.

Mr. William Metcalfe represented the portion of the school's musicians on the programme, giving a very well executed piano solo, Chopin's "Polonaise in A Flat."

The other young ladies taking part in the programme who were enjoyed with equal zest were Miss Agnes MacGillivray, who sang with violin obligato, and Miss Geraldine McEwen, who played very well Tschaikowsky's "Paraphrase de Concert." The concert closed with a piano quartette, "Overture to William Tell," in which Agnes MacGillivray, Susan Miller, Mary O'Neil and Alma Brunsden took part.

Mr. Jex was unable to be present.

## ILLNESS DURING THE WINTER

A reference to the report of our physician, Dr. Marquis, will show we had more than our usual share of illness during the past year. Three cases of scarlet fever developed which gave considerable anxiety, as these were the first on record in the school for over twenty years. Owing to the danger of the disease spreading through the school, the patients were removed to the City Isolation Hospital until their recovery was complete. There is reason to suspect that the disease was introduced into the school by means of a parcel sent from a home not free from the infection. There were also many cases of mumps and chickenpox, both of which were introduced into the school by pupils who were exposed to them at their homes during the Christmas vacation.

To prevent a recurrence of a similar epidemic in the future, and to render it unnecessary to keep all the pupils at the school during the Christmas holidays,



a circular letter has been sent to the parents asking them to co-operate with the school officials by signing a certificate to the effect that their children had not suffered from, nor been exposed to, an infectious disease during the vacation, and that no pupil should be permitted to return to the school unless in the best of health.

The death of Miss Gilbert from pneumonia has already been referred to. Towards the end of the term in June a few cases of measles developed, but they were of such a mild type as not to cause any worry. Clarice Wiggins, a young girl from Stratton, in the Rainy River District, died in a convulsion after a very brief illness.

#### **The Entrance Examination**

The introduction of High School work into the school has had the desired effect of stimulating the efforts of the pupils in the senior Public School class. Seven were successful in passing the Entrance examination, and they are now proceeding with the more advanced work, while, at the same time, concentrating on piano-tuning and music.

Following are the names of the successful pupils:—

Verna Welsh, Alma Brunsdon, Effie Smith, John McLennan, Frank Vance, Ernest Lott, Harold Webb.

#### **The Boy Scouts' Movement**

Mr. Tindall, the Boys' Supervisor, has interested the pupils in the Boy Scouts' Movement, and much interest is being manifested. It is good for the boys to try to do what seeing boys do, and they have thrown themselves into the work with a zest that is encouraging. Idleness is one of the things to be fought against, and the more the boys are occupied, the better it is for their well-being, both physical and mental.

#### **A Visit from the Women's Music Club**

The Women's Music Club of Brantford, under the leadership of Mrs. Leeming, paid a visit to the school during the winter, and gave a complete programme for the benefit of the pupils. This club has done much to develop and create an interest in music throughout the city, and it is gratifying to know that our school has been included in the series of programmes arranged. There are no greater lovers of music and keener critics than are to be found in our school.

#### **Dramatic Recital**

Rev. W. G. Martin, pastor of the Congregational Church, Brantford, delighted the pupils by reciting for them the story of Jean Valjean, and later the Christmas Carol. Mr. Martin's services have been in great demand, and his fame as a lecturer is growing. The pupils feel deeply grateful to him for his courtesy in enabling them to hear him in their own auditorium.

#### **Classes in Sewing and Knitting**

The work of the girls in the sewing and knitting classes has been creating greater interest of late on account of the privileges granted by the Sales Room in Toronto, operated by the National Institute for the Blind. Whereas the finished articles were formerly held in the school for display, and then sold after considerable delay, they are now sent to Toronto, where they find a ready sale, owing to the systematic handling of all work done by blind girls, not only in the school, but

throughout the province. This has resulted in more careful and painstaking work, and the cost to the school in supplying materials is greatly lessened, as the pupils buy their own supplies and make a profit from the sale of their own material and work.

The work in cooking is confined to a few of the older girls, owing to the lack of room in the present domestic science kitchen. It would be a decided improvement and a step in advance if this work could be enlarged by properly equipping a new domestic science room with all the latest appliances known in the art of teaching cooking, so that more emphasis could be laid upon this very necessary feature in a girl's training. I strongly recommend that this be done before the opening of another term, and will present a definite plan with this end in view, at the same time asking for the necessary appropriation in the estimates.

#### **The New Braille**

As the junior classes advance from one grade to the other, the proportion of pupils taking Braille Grade 1½ is increasing, and it has been found necessary to procure copies of the Ontario Readers to suit these classes. Fortunately, owing to the gradual transition from one system to the other, it is not difficult to keep pace with the demand, and to introduce also additional reading matter for use outside the class-room. Guides for writing have been obtained also, and the work differs in no respect from that of previous years, except that the system of point print is different. Many of the pupils take sufficient interest to learn both systems.

#### **The Choral Class**

Owing to the withdrawal of several of the older boys, the choral class, which has been such a marked success under the skilful guidance of Miss Killmaster, is not up to full strength for the coming year, and until the younger boys find their voices and get the necessary training, the work of the class will depend very largely upon the efforts of the girls. But this is to be expected in a school where graduating classes move out to take a place in the world and give way to others who undoubtedly will quite measure up to the high standard set by their predecessors.

#### **Increasing Cost of Maintenance**

A reference to the Bursar's report on expenditures will show an increase in the cost of maintenance per capita, but when it is considered that the cost of food-stuffs and fuel has made great advances during the past year, the increase is not to be wondered at. An increase in the salary schedule of teachers and employees to keep pace with the advance in salaries and wages throughout the province is also responsible for the greater sum of money expended. On the whole, however, the expenditures are within reasonable bounds, and compare most favourably with that of other institutions of the same kind.

#### **Vaccination**

Owing to the prevalence of smallpox in different districts of the province, Dr. Marquis advised that all pupils should be vaccinated who needed it. This caused very slight inconvenience and no discomfort worth mentioning, and is the proper safeguard suggested by the Health Authorities of Ontario.

### Admittance of a few Returned Soldiers

At the request of the Department of Soldiers' Civil Re-establishment, two returned soldiers were admitted to take a brief course in piano-tuning at periods not to conflict with the work of the pupils in residence. After a few weeks' trial one of the young men dropped out to return to England, but the other one continued until the end of the term in June, and, according to the report of his instructor, he was diligent enough to leave the school well-equipped and proficient in the art of tuning pianos.

### AIMS OF THE SCHOOL

Frequently there are enquiries for a prospectus regarding the work of the school, the courses offered, and the rules and regulations governing the admission of pupils. To render it unnecessary to issue a booklet for that special purpose it might be well to state here what should be generally known by the parents of blind boys and girls, and by all throughout the province who take any interest in the education and training of the blind youth of our country. It seems unfortunate that there are still in Ontario many people who are in ignorance of the advantages offered blind children by their attendance here, and steps are being taken to canvass every county and municipality so thoroughly that hereafter ignorance cannot be pleaded as the excuse for the non-attendance of children. In many instances, of course, parents are loath to part with their children, and they take refuge from the School Attendance Act by placing them under the care of quacks of different kinds in the forlorn hope of trying to restore a sight which has already, in many instances, been pronounced irretrievably lost.

### Where It Is—What It Is—What It Does

The Ontario School for the Blind was established in 1872, and formally opened in May of that year. The site overlooks the valley of the Grand River, and includes one hundred acres of valuable land. The opportunities afforded to the pupils and other residents of the school for healthful recreation are more than usually ample. No school for the blind in either Great Britain or the United States will compare with this one in that regard. The school is greatly favoured, too, by being within the limits of the City of Brantford, one of the most enterprising in the Province. The city cars pass along St. Paul's Avenue at the entrance to our beautiful park, and radial lines pass on either side in the direction of Paris and Galt. The interest taken by the churches in the welfare of the pupils, the frequent intellectual and musical entertainments to which the latter have access, and the healthful, moral and social conditions generally, all act most favourably on the lives and characters of the young people thus brought in contact with them.

The school was founded for the purpose of imparting general education, as well as instruction in some professional or industrial art to all blind youths of both sexes, between the ages of seven and twenty-one, not being deficient in intellect, and free from disease or physical infirmity. It is not intended as an asylum for the aged or infirm, nor as a hospital for the treatment of disease; but in its design has reference only to the physical, mental and moral training of blind children.

It is required that all pupils sent to the school should be decently and comfortably clothed, and furnished with a sufficient change and variety of apparel to ensure cleanliness and comfort. A supply sufficient for the term must be furnished or guaranteed before the pupil can be admitted.



The regular session commences on the fourth Wednesday in September, and continues until the third Wednesday in June, at which time every pupil must be removed to his or her home or place of abode. Guides are provided where necessary at the beginning and the end of the school term to look after the safety of children when they are travelling, but parents wishing to have their children with them at the Christmas vacation are expected to make all arrangements for the journey, both going and coming, and to guarantee that they will not be exposed to any contagious disease.

No fee is charged for tuition or board, but parents must pay all travelling expenses to and from the school.

#### Terms of Admission

The term "blind persons" is liberally interpreted to mean those who, by reason of actual blindness or impaired or defective vision, are incapable of receiving instruction in the Public Schools. As a matter of fact, about half the pupils have some perception of objects, and have come after trying unsuccessfully to wrestle with the ordinary work of a school for the seeing. In many cases pupils come whose eyesight is in a critical condition from the strain imposed upon it by endeavouring to keep up with seeing pupils.

Pupils are admitted between the ages of seven and twenty-one years, but the rule is flexible enough to be disregarded if in the opinion of the Principal an individual case warrants an exception being made. But pupils must be free from bodily infirmity or mental deficiency.

#### The Course of Instruction

The courses of study followed in the Ontario School for the Blind are exactly the same as in the Public Schools of the Province, with the single exception of art. Pupils enter, however, at such a variety of ages that our system must be flexible enough to adapt itself to circumstances. Those who have had a previous training in the first grades of the Public School are given a test and placed in the class for which they are best fitted. But the child of seven or eight years who is attending school for the first time will receive his first lessons in the Kindergarten class, where he will learn all the little handy arts taught in the public Kindergarten schools, such as weaving, sewing, plaiting, and modelling familiar objects in clay. Here he gets his first ideas of music in the Kindergarten songs. Then his physical powers are developed systematically by exercises in a well-warmed and well-ventilated gymnasium. He will devote a short time daily to learning arithmetic in its elementary stages, and also be taught to read. Arithmetic is rendered easy by the use of blocks or other objects, and the alphabet is mastered by the aid of embossed cards. In this way a clever child will, at the end of a session, surprise his friends by the progress, in reading by the touch small words or even sentences, he has made.

As the pupil progresses he will take up new subjects of study in each class. Among these geography, taught by the aid of raised sectional maps, will be one of the most interesting. On these maps our own Province, with its counties, lakes, rivers, railways, cities, towns, etc., is carefully studied. The Dominion, with all its political divisions and geographical features, is mastered. Great Britain, with its commercial centres and other characteristics, is made perfectly familiar to the young pupils: while the United States and the Continents of Europe, Asia, Africa

and America, are all handled in turn on the same principle. That geography can be most successfully taught objectively is admitted. Many are the envious looks cast by public school teachers at our maps.

Natural history is taught with the aid of stuffed birds, animals, reptiles and fishes. The laws of hygiene are thoroughly impressed upon the minds of the pupils, which naturally tends to the development and maintenance of a robust and vigorous physical condition.

Blind pupils will, in all essential particulars, hold their own with the highest class in the public schools, while it is probable that they will really have a more complete acquaintance with certain subjects than their seeing competitors, and if a student has higher literary aspirations with a distinctively practical object, he can prepare himself here by fully qualified teachers for University Matriculation.

### Music

There is a mistaken impression that the blind are gifted with musical talents to a greater extent than the average of seeing persons. But, as a matter of fact, there is nothing in blindness to quicken musical perceptions. Music is, however, a study particularly adapted to the blind, provided that the pupil has an ear that may be trained, and a musical sense that may be developed and cultivated. Remarkable results are attained, too, from the concentration of the mind on the study, which is easier to a blind person than to a seeing one. Every pupil in the school who can be taught music to reasonable advantage has the opportunity. But to expect us to make an accomplished musician out of a pupil merely because he is blind is absurd. Pupils of our school have passed very creditably the difficult examinations of the Toronto Conservatory of Music and the University of Toronto. Many are reaping the reward, as organists and music teachers, of the instruction they received at our school. That instruction includes the pipe organ, piano, theory, violin, and vocal music, and where the accomplishment is not complete enough to enable the pupil to follow it as a vocation in life, it at least contributes to the pleasure and joy of life, and it is just as important to make people happy as to make them money earners, and music is a powerful agent to that end. Where without such qualifications a blind man or woman might spend a dreary life in listless idleness, he or she may in this way attain a social position many sighted ones will envy.

Blind pupils are taught music just as are seeing ones, by note and by practice. They play just as deftly and correctly as those who have the best vision. The notes are taught in the ordinary way. Then the exercises are dictated by the teacher to the pupil, who writes them in a cipher, consisting of raised dots made with a stylus on stout paper, and so arranged as to constitute the several musical signs. These are read by touch, and the pupil practising at the piano reads with the one hand while he practises with the other, right and left alternately, so that either hand in turn serves for the eyes, and the piece is committed to memory and played over until the teacher is satisfied it is played correctly. Examinations are held annually in both the literary and musical departments by gentlemen of the highest reputation in the respective professions, and the results are fully conveyed to the parents.

### Typewriting

All well-organized Schools for the Blind make provision for instruction in the use of the typewriter. It supplies the pupils with a convenient means of correspondence very superior to the pencil and grooved card, and its use teaches

accuracy and precision in writing and spelling. The use of the dictaphone renders it unnecessary for those who wish to become typists to depend upon shorthand notes, and several of our girls have become quite expert.

### **Piano-Tuning**

Special attention is paid to piano-tuning, as this vocation is one in which the blind can always excel, and they compete with seeing tuners on equal terms. One can become an excellent tuner without becoming a thoroughly successful pianist, although it is always urged that those who wish to become tuners should become proficient players, for reasons that are obvious. There are altogether thirty-five pianos in the school, as well as an excellent pipe organ, and pupils are taught to understand the mechanism of the instruments. All the pianos used are repaired in the school, and the pupils have the benefit in this way of learning from their instructor much about the structure of the instrument and the execution of such repairs as a tuner is expected to undertake. Pupils graduating from the tuning department receive a complete outfit of tools and a certificate vouching for his qualifications. Many are filling remunerative positions throughout the province.

### **Manual Training**

Under the supervision of an expert instructor the boys are given the same opportunity at manual training as is found in the Public and High Schools, and it is really remarkable how expert they become in the use of tools and in the construction of different articles of wood-work. Cane chair-seating, too, is soon learned, and many of the smaller boys take delight in exhibiting their skill in this respect in their own homes, where the work can be done with little inconvenience. Broom-making is also taught, and as brooms are a necessity in every household, lucrative employment has been found for those who select this form of handiwork. But even to those who do not, or are not likely to go permanently into a workshop, there comes such an insight into mechanical methods as may be useful to them in after life.

### **The Sewing Classes**

Under the watchful supervision of a skilled and patient teacher, the girls, whether they choose to adopt music as their profession or not, must follow an outlined course of instruction in sewing. The faculty of passing spare moments delightfully, and of entertaining others with music, vocal or instrumental, is by no means to be depreciated. But the usefulness in the family circle will be complete if, in addition to a delightful accomplishment, the homelier ones of sewing, knitting, fancy-work, and cooking are available, and all these are obtainable by our pupils. Both hand and machine sewing are taught, and not only plain sewing, but every form of work for which the ingenuity of the inventor has supplied an "attachment" to the sewing machine.

### **Knitting and Fancy Work**

The classes in knitting and fancy work afford a rather wider scope for earning money than does the former branch, however useful in a domestic sense the art of sewing may be. The girls buy their own wools, and, under the guidance of their teacher, they make knitted articles of every description, which find a ready sale. Many execute orders for friends, who are glad to pay a fair price for the articles. At the great exhibitions on this continent and in Great Britain, both our sewing and knitting room specimens of work have been most favourably commented on.



### The Cooking Class

This class is not designed for turning out what are known as professed cooks. To that distinction the most ambitious of our pupils does not aspire. But no one will deny that, as affecting the health and the comfort of the family, cookery takes a first place, and if the blind daughter can cook the dinner, set the table, and wash up the dishes while her sisters mind the store or teach in the school, and the mother performs her numerous matronly duties, the blind girl will be a treasure, and this is what we wish all our blind girls to be. At present the class is limited for want of space, and its operations have been somewhat curtailed in consequence. But steps have already been taken for the extension of this work, and greater results will be attained.

### Physical Culture—Gymnasium

Given the most healthful surroundings, it is universally admitted that the blind youth needs something more. The robust exercises in which seeing youths indulge, and which go so far to develop the muscle and give a tone to the whole system, are almost altogether beyond the reach of the blind. The tendency of blindness is to limit physical exercise and to acquire a generally inactive habit. This manifests itself by a desire to sit down and pass away in idleness moments that could be used with profit to the health and physical development. A well-equipped gymnasium helps to overcome this, and this advantage in our school has a most marked beneficial result. Well warmed and ventilated, the gymnasium can be used at all seasons, and is a splendid place for recreation, even when not needed for systematic instruction. The classes assemble at fixed periods as part of the regular curriculum, and are put through their several exercises according to a perfectly scientific method. In addition to this there are opportunities for recreation out of doors. Slides and swings are provided for both boys and girls, and a running track with wires, to which rings are attached by ropes, enable the pupils to run as fast as their legs will carry them without fear of stumbling or getting off the beaten track.

### Club Rooms

The boys' club room is fitted up with tables and comfortable chairs, to which they repair at stated times for such games as cards, dominoes, checkers, bagatelle, in all of which they take a great interest. The girls, too, have a sitting-room, in which they have a piano, and many happy moments are spent there after the classes for the day are over, and on holidays.

### How the Day is Spent

A brief sketch of the daily life of the pupils will be interesting. The day begins with the ringing of the large bell at 6.30 a.m. That is the signal for everyone to be stirring. Pupils must rise, and, after dressing, make their own beds, although some of the smaller boys and girls are unequal to the task, and in the case of others, a certain amount of "tidying" is necessary. Breakfast is at 7.30, after which all pupils must take a morning walk over a prescribed route. At 8.30 the bell summons to the Assembly Hall. The attendance of all is obligatory on this occasion. The National Anthem is sung to the accompaniment of the pipe organ, after which necessary announcements are made by the Principal, and the news of the day in brief is given. The pupils always take a keen delight in this resumé of the morning paper, for it keeps them in close touch with current events,

and their information is quite up-to-date. A few records from the best artists are then placed on the victrola, or perhaps a selection is played on the player-piano, and the day is thus started with the melody of sweet music. The Roman Catholics then retire to a separate room, where a service is conducted by officials of their own communion. For the others, the services conducted by the Principal consist of hymn singing, Bible reading and prayers. At 9 o'clock the literary, musical, sewing and knitting classes commence, continuing, with an intermission of fifteen minutes, until a quarter to twelve. Dinner is at 12, and classes are resumed at 1.30, continuing until 3.30 or 4 o'clock, when nearly all are at liberty. Supper is at 5.30. At 7 o'clock the very young pupils go to bed, the older ones going to the Assembly Hall for evening reading from the best standard literature available. Letters are then read to the pupils or written for them, and the intermediate pupils retire to the dormitory at 8.30. The older pupils, who in the summer time walk about the grounds, or in the winter play games in their club-room, retire for the night at 9.30. On Saturday the younger boys and girls are taken for walks or down town to make purchases, and the older pupils are permitted to go out alone, those who have a slight degree of sight accompanying the totally blind. On Sunday, after the opening prayers, the pupils attend Sunday School classes for an hour in the school, after which everybody goes to church, old and young, under the care of their teachers, the denominations chiefly represented being Anglican, Methodist, Presbyterian and Catholic.

So it will be seen that life in the school is a busy active life, very different from what the imagination often pictures, and altogether the reverse of that which the blind child or youth is condemned to pass at home. It may safely be affirmed that, allowing for all the defects incidental to their various conditions, and often the lack of an early training, it would be hard to find any body of young people in this province more happy, lively, intelligent and self-respecting than the pupils of the Ontario School for the Blind.

#### Domestic Arrangements

The ground floor is devoted to class-rooms, business offices, reception room, etc., etc. On the floor above are teachers' sitting-rooms, pupils' sitting-rooms, and club-rooms, practice rooms and library. On the third floor is the large Assembly Hall, with its comfortable opera chairs, its fine pipe organ, and a commodious stage. On the same floor is also the hospital, elaborately equipped, in charge of a well-qualified trained nurse, whose duty it is to take care of those who are sick. In the rear annex are the dining-rooms, domestics' quarters, kitchen, store-rooms and bakery, while beyond these again are the engine-rooms and laundry. The boys' and girls' dormitories are on opposite sides of the main building. In these are to be found the very latest appliances. There are twenty-two rooms in each building for the pupils, each provided with three beds, three clothes closets, and one bureau with three large and three small drawers. The doors are numbered in brass tack point print. Besides the two stories on which the sleeping rooms are located, there are a basement and an attic, with rooms for storage, and every precaution has been used to make the buildings fireproof. In the basement are two large rooms fitted up with shower baths and tub baths, while on the bedroom floors there are several wash-rooms and lavatories which would be a credit to the finest hotel on the continent.

The manual training room is a large separate building, as is also the building where piano-tuning is taught. At a short distance from the main building are

the houses of the Superintendent and Bursar. The engineer occupies the lodge house at one of the entrances to the grounds. With two or three exceptions the officers reside on the premises. The general management devolves upon the Superintendent, while the Bursar attends to all financial matters and the purchasing of supplies. The Matron has entire charge of the domestic departments. In addition to the trained nurse there are also two thoroughly competent nurses, one for the boys and one for the girls, whose duties are to look after the clothing and to report to the head nurse, if necessary, any cases of illness which should go to the hospital.

The dietary is a very generous one, quite equal to that of any high-class boarding school, if not superior to most. The pupils have a hot dinner daily, with dessert and as great a variety as can be desired. At the same time the pampering of the appetite is discouraged, and pupils so indulged, as is often the case at home, soon learn to enjoy the plain but plentiful and wholesome provision made for them. Watchfulness over the pupils' health and prompt treatment in case of sickness are further secured by a daily visit from the school physician, and once a year at least a well-qualified eye specialist makes an examination of all the pupils' eyes. In addition to this, a thoroughly competent dentist takes care of the teeth of every pupil attending the school.

#### Correspondence

Pupils may correspond with their friends as often as they please, and once a month it is obligatory on them to do so. On that occasion the postage is provided by the school. All letters received for pupils are supposed to be opened by the Superintendent and handed by him to the respective officers on duty to be read to the receivers. The strictest confidence is observed in regard to the contents of such letters. Money remitted for pupils is placed in the hands of the Bursar, and it can be drawn out when required. This method avoids the risk of money being dropped or lost, with the disagreeable results such accidents are likely to entail.

#### Vacation

The regular annual session commences on the fourth Wednesday in September, and continues until the third Wednesday in June. Previous to the summer vacation all parents or guardians are notified of the place and hour at which the pupil may be expected to arrive. A similar notice is sent when the pupils re-assemble. A guide usually accompanies every party of pupils to their destination. The railway companies grant special rates for the round trip on very liberal terms. It is cause for profound satisfaction that since the school's existence no accident attended with bodily injury has ever befallen a travelling pupil. The care taken by the guides and the very kind and thoughtful attention of the railway officials, who take a friendly interest at all times in the blind traveller, have conducted doubtless to their immunity from harm and danger.

#### Visitors

Visitors desirous of inspecting the work and methods of the school are welcomed at any time during school hours, and conducted through the building by an attendant. Saturdays and Sundays, however, are closed days. Pupils' friends and relatives are entitled to visit them when they please, but the school cannot undertake to provide accommodation for parents whose homes are at a distance.



### Inspection and Control

The school is under the direct supervision of the Minister of Education. To him, as the representative of the Government, all the officials are strictly responsible. It is the wish of all connected with the school that everything should be done to enhance the comfort and happiness or aid the progress of the pupils, and thus strengthen the school in the confidence of the public. All applications for admission, or information, should be addressed to The Superintendent, Ontario School for the Blind, Brantford.

### Date of School Opening

The term will re-open Wednesday, September 28th, of this year (1921), and the attention of the parents is drawn to the fact that pupils should not be permitted to return to the school without an adequate supply of clothing. It is not to be expected that sturdy boys and girls can go through the school year from September to June with only one suit of clothes and one pair of boots.

The following list is intended to draw attention to the articles of clothing needed, and it is also urged that each article be *plainly marked* so that there will be no danger of loss in the laundry:

### Girls' List

All articles to be marked with name, and all to be in good condition.

- |                                     |                              |
|-------------------------------------|------------------------------|
| 4 Middies.                          | 2 Pairs of shoes.            |
| 2 Skirts, dark and of good quality. | 1 Cap.                       |
| 1 Sunday dress.                     | 1 Pair of gloves for winter. |
| 3 Undervests.                       | Comb and brush.              |
| 3 Pairs of drawers.                 | Tooth brush.                 |
| 2 Dark petticoats.                  | Kimona.                      |
| 1 Light petticoat.                  | 6 Handkerchiefs.             |
| 3 Night dresses.                    | Slippers.                    |
| 3 Pairs of stockings.               | Extra shoe laces.            |
| 1 Pair rubbers.                     |                              |

### Boys' List

All articles to be marked with name, and all to be in good condition.

- |  |                    |
|--|--------------------|
| 1 Suit for Sunday.                                       | 2 Night shirts.    |
| 2 Extra pairs of pants.                                  | Suspenders.        |
| 1 Overcoat.  | 1 Pair of mittens. |
| 2 Light blouses (to be made with collar and waist band). | Neckties.          |
| 2 Dark blouses.  | 6 Handkerchiefs.   |
| 3 Suits of underwear.                                    | 1 Tooth brush.     |
| 6 Pairs of stockings or socks.                           | 1 Comb and brush.  |
| 2 Pairs of boots.  | 2 Caps.            |
| 1 Pair of rubbers.                                       | 2 Wash cloths.     |
| 2 Sweater coats.   | Extra shoe laces.  |

### PHYSICIAN'S REPORT

HON. R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I beg to forward my report as Physician of the Ontario School for the Blind for the year ending October 31st, 1920.

From a health standpoint the session was a very serious one. Not only was there a great deal of sickness, but it is my sad duty to report two deaths. On

February 14th, 1920, Miss Gilbert died of pneumonia. She was an unusually fine type of womanhood. She was a most highly-respected officer in the school, and loved by many old friends in this city, where she had spent her life.

On June 11th, 1920, a female pupil died of meningitis, completing an attack of measles.

During the year we had to deal with a great many cases of contagious diseases. The cases occurred as follows:—

Scarlet fever, 3 patients; chicken-pox, 4 patients; mumps, 24 patients; pneumonia, 5 patients; erysipelas, 1 patient. The scarlet fever patients were transferred to Brantford General Hospital. The other cases were cared for in our own well-equipped hospital wards.

It is quite apparent that a great deal of good work was carried on.

During the year our competent professional nurse, Miss Wright, had under her charge, in addition to innumerable minor cases, 148 bed patients. Number of days spent in hospital, 1,206, or an average for each patient of 8.11 days.

I wish to again express my appreciation to your Department for installing in the school a proper hospital under the charge of a professional nurse.

I have the honour to be,

Sir,

Your obedient servant,

J. A. MARQUIS.

Brantford, November 1st, 1920.

### REPORT ON MUSICAL INSTRUCTION

TO THE HONOURABLE R. H. GRANT,  
*Minister of Education.*

SIR,—I have the honour to submit the results of my examination of the musical work accomplished at the Ontario School for the Blind during the past year.

The examinations in practical knowledge were conducted on June 1st and 2nd, and the theoretical papers on June 5th.

The practical subjects included piano, organ, violin playing, singing and voice culture, choral class work, piano and harmonium tuning.

The theoretical subjects were: Rudiments, four-part harmony, two-part counterpoint, elementary form and history.

The students' work at the piano was generally very good. Several students displayed natural ability quite beyond the average. These should become good teachers and artistic performers.

Miss Killmaster and her assistants, Miss Harrington and Miss Smyth, are deserving of high praise for their work in this important branch of musical study.

I would recommend that particular attention be given to touch and technique in all grades of piano teaching. In the intermediate piano examination one pupil gained honours and two passed. In the junior class, one gained first-class honours and one passed.

In the primary class, of four pupils examined, three passed and one obtained honours.

In the elementary class, three were examined, and, of these, two passed.

Two advanced students, who are in the progressive stage, performed admirably.

These, with further study and careful preparation, should be able to reach the licentiate standard.

In organ playing, the one candidate who was presented gained honours.

In violin playing, one pupil passed in the intermediate class.

*Singing and Voice Culture.*—A steady upward movement is going on in this department, not only in singing and tone quality, but in the highly important matters of pronunciation and enunciation. Of five pupils examined; three obtained honours, one passed and one just failed to reach the high standard of the intermediate division.

The school choral class is one of which any institution may feel proud. I listened with infinite pleasure to their singing of glees and part songs, accompanied and unaccompanied.

The quality of tone in soprano, alto, tenor and bass parts was uniformly good, the attack was keen, and the diction correct and clear.

These satisfactory results are due to the painstaking artistic teaching of Miss Killmaster, whose personal and musical influence is being felt more and more.

I was particularly struck with the reverent demeanour and refined hymn singing of the whole school at the morning prayer service, conducted by the Principal, Mr. W. B. Race.

*Piano and Harmonium Tuning.*—This class is in a very flourishing condition under the able guidance of Mr. Ansell.

Among this class of fourteen students are several who are quite expert at piano-tuning.

All the instruments in the school are now tuned and regulated from the tuning department.

A number of graduates of the O.S.B. have obtained well-paid appointments with large manufacturing firms of Toronto and elsewhere. One young man who went to China three years ago is doing good work there as a tuner.

*Theory of Music.*—Fourteen candidates were examined. In the senior division, two candidates were examined, and both obtained first-class honours.

In the intermediate class, one passed.

In the junior division, one obtained first-class honours and two passed.

In the higher classes the results were gratifying, but in the junior grade the work was uneven and somewhat disappointing.

I would suggest that the students be given one or two opportunities during the year of expressing themselves in a test examination in the simplest language possible, and not in the stereotyped language of a text-book.

The senior students should take up the study of three and four part counterpoint and other important periods of musical history.

In conclusion, I should like to offer congratulations to the Principal and to the Music Staff on the excellent work done during the past academic year.

I have the honour to be,

Sir,

Yours obediently,

ALBERT HAM,

Mus. Doc., F.R.C.O.

Toronto, June 9th, 1920



## OCULIST'S REPORT

TO THE HONOURABLE R. H. GRANT,  
*Minister of Education.*

SIR,—I have the honour to report the results of the examination of the pupils' eyes for the year, 1920.

Twenty-four new pupils, two more than last year, were examined—fourteen males and ten females.

A good many of the former pupils were examined, but as only slight changes were found, no particular comment is necessary.

## Condition of Sight

	Males.	Females.	Total.
Without perception of light in either eye .....	1	1	2
Perception of light in one eye, none in the other.....	3	3	6
Perception of light in both eyes .....	3	2	5
Limited objective vision in one eye .....	2	2	4
Limited objective vision in both eyes .....	5	2	7
	14	10	24

From this table it may be seen that eleven of the twenty-four are so-called seeing pupils, but only four of these have sight enough to enable them to do much more than find their way about, and the disease causing the defective vision in one of the four is of an unavoidably progressive nature, which will only too soon put him in one of the other classes. All are unquestionably eligible to the school.

## Diseases Causing Blindness

	Males.	Females.	Total.
Injury to one eye followed by sympathetic Ophthalmia in the other .....	2	2	4
Optic Atrophy .....	2	2	4
Glaucoma .....	1	2	3
Injury to both eyes .....	2	..	2
Microphthalmus .....	2	..	2
Undeveloped nerves .....	1	..	1
Retinitis Pigmentosa .....	1	..	1
Ophthalmia Neonatorum .....	1	..	1
Iridocyclitis .....	1	..	1
Aniridia .....	..	1	1
Cataract .....	..	1	1
Interstitial Keratitis .....	..	1	1
Symblepharon .....	..	1	1
Chorioiditis .....	..	..	..
	14	10	24

Seven of the twenty-four, just lacking one of thirty-three per cent., are blind from preventable causes. Four of these certainly might have been saved had the injured eye been removed in time to prevent sympathetic trouble in the other eye. While one would like to see the list free of Ophthalmia Neonatorum, only one case in twenty-four is a much better showing than was possible before the proper care of the eyes of the new-born was impressed on doctors, midwives and nurses. One of the cases of Optic Atrophy should probably be classed as preventable, as it was due to an injury to the head.

Very few acute conditions, or exacerbations of old troubles in the eyes, required my attention during the year, as our nurse has now become sufficiently familiar with these troubles to be able to handle them pretty efficiently.

Respectfully submitted,

B. C. BELL.

Brantford, December 22nd, 1920.

## LITERARY EXAMINER'S REPORT

TO THE HON. R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

SIR,—Herewith I submit my report as Literary Examiner at the Ontario School for the Blind, for 1920.

## Changes in Staff

Since my last visit Miss Middlemiss and Mr. Hickey have resigned. These have been replaced by Miss Lowry and Mr. Langan. Miss Patterson is acting as Kindergarten Directress temporarily.

## Organization and Equipment

The high school classes are in charge of Mr. Cole and Miss Summerby, and the public school classes are in charge of Mr. Cole, Mr. Langan, and Misses Macguire, Moffit, Lowry and Patterson.

The old double desks have been replaced by modern single desks, much to the comfort of the pupils. The curriculum of study is essentially the same as that in the Lower School of the Collegiates and the Public Schools. Instruction is given in both New York point and Braille, with the object of using only the latter as the classes progress.

## High School Classes

*French.*—Pupils were familiar with the grammar, and translated freely. Conversational French is used in instruction.

*Geometry.*—The class had taken twenty-six theorems, and knew the work well.

*Algebra.*—The pupils did good work on a test in H.C.F., G.C.M., factoring and problems.

*Grammar.*—Analysis, parsing and syntax had been carefully taught.

*Spelling.*—The pupils made an average of 80 per cent.

*Physics.*—This subject is well taught, and the pupils showed appreciation of the subject.

*Reading.*—The pupils read intelligently, and showed an improvement in expression.

*History.*—The class was examined particularly on the Government of Canada. They showed a good grasp of the subject.

*Literature.*—Selections from the reader had been studied, also Julius Cæsar. Blind pupils love literature, and become proficient.

*Geography.*—This subject is being presented in a very rational manner, and less attention is being paid to memory work.

## The Public School Classes

*Miss Patterson* covers essentially the same work as primary classes in the Public Schools. The pupils learn to read Braille, to spell short words, to add and subtract. They also do weaving, sewing, folding, raffia and clay modelling work. The class was generally proficient, except two pupils, who had not been in attendance all year.

*Miss Lowry* continues this work somewhat beyond First Book classes of the Public Schools. The pupils read and spelled well. In Arithmetic they did correct work in addition and subtraction, and in simple problems. Several memory gems had been learned. Pupils learn to write Braille.

*Miss Macquire* takes First and Second Book work along with some History, Hygiene and Nature. These classes are well up in Reading, Spelling, Writing, Arithmetic and Geography. Some good work in Oral Composition was given. The classes are very proficient in History and Hygiene.

*Miss Moffit's* class covers the Public School course of Second Book and part of the Third Book. This class was generally proficient except in case of two pupils who had been ill for some time.

Probably the best point about this class is its ability to think. The Reading, Spelling, Arithmetic, Geography and History being particularly good. A good start in Grammar and Composition is made in this form.

*Mr. Langan* has a class covering a Third Book course, and while he is new to this class of teaching, he displays signs of adaptability and success. The pupils did particularly well in Reading, Writing, Arithmetic and Hygiene, while the work in Spelling, History and Grammar were creditable.

*Mr. Cole* and *Miss Summerby* take the Fourth Book work, and the class was well advanced in Entrance work. It is hardly necessary to mention any subject in particular, as the class gave evidence of being well taught and of having taken interest in the work.

#### Manual Training Work

*Mr. Donkin* has the manual training broom-making, chair-caning and reed work all in one building. The usual interest and activity is seen here, and some fine specimens of work were on exhibit. *Mr. Donkin* has invented a saw guide which renders accurate work on the part of the pupils much easier.

*Miss Haycock* instructs the girls in knitting and crocheting, and many fine specimens of work were to be seen. The number and variety of articles on exhibit was not as numerous as in former years owing to the unusual price of materials.

*Miss Cooper* gives the girls a practical knowledge of sewing and cooking which must be of much practical value to them.

*Miss Burden* has a class of girls in typewriting. These girls have acquired great speed and accuracy, and should succeed at office work. The dictaphone was not in working order, and hence I was unable to see them use it.

#### General Remarks

- (1) The organization and classification is much the best I have yet seen.
- (2) The teachers are interested and active in their work, and are gradually covering more ground each year.
- (3) The new seats for the pupils and desks for the teachers were much needed, and look more like the equipment of a modern school.
- (4) The greatest improvement I see is that pupils are taught to think rather than to remember.

I have the honour to be,

Sir,

Your obedient servant,

E. E. C. KILMER.

Brantford, June 5th, 1920.



### The Convention in Baltimore

In Baltimore, in June of this year, the Biennial Convention of American Instructors of the Blind was held, at which there were representatives from Schools for the Blind from all parts of America, as well as a few from beyond the sea.

Mr. Eric Harilsted, Teacher in the School for the Blind, Christiana, Norway, had spent much of the preceding year visiting the various schools of the United States, and was full of enthusiasm over what he had seen. He gave many interesting comparisons of the work in this country and in Norway, stating, among other things, that they had no workshops for the Blind in Norway, as they are to be found in England, Germany, America and even Sweden, for two reasons: In the past, lack of money; and, in the present, lack of desire, as the workshop idea is "a passed stage in the evolution." In the main, the work there, though handicapped by smaller funds, is along the same lines and with the same ideals.

Madam Vanderkoff, Librarian for the Blind in Amsterdam, Holland, did not give a formal paper, but spoke extempore in excellent English, with just enough of an accent to be charming. She, too, emphasized the comparatively lavish expenditure of money on this side of the Atlantic. She said that they had to make their choice of books with much care, because all their books had to be made by hand. The greatest resource they had was the fine library of five thousand volumes at The Hague, from which they received every six or eight weeks collections of books. But she hoped that there were better things ahead "in the very few first years."

The third foreigner, Dr. Max Herz, of Austria, gave the convention a thrill by presenting them with two splendid inventions of his own, just perfected after years of labour. The first was comparatively simple, a new method for embossing. By this plan he cuts holes entirely through a metal plate, these holes corresponding to the respective characters of the Braille letter. A sort of putty or paste made, he says, of porcelain dust, is then applied on this plate, and it adheres to the sheet or paper directly under the respective holes, and, when lifted off, the paper contains the Braille characters in a rounded form, and, when dried, adheres very closely to the paper. He is able to print on both sides of the paper by this process, and to use the thinnest kind of paper, and if his method does work it will mean a very great cheapening in the cost of paper, since a so much lighter weight of paper can be used. The main trouble in regard to this process seems to be the inability to print at a high rate of speed.

Dr. Herz's other device is called his typophone, by which he hopes that the blind may be able to read by sound. He has developed a series of dots representing the letters of the alphabet, somewhat on the principle of the Morse telegraph, but instead of having its dots and dashes, it has dots, double dots, and quadruple dots. He claims that the quadruple dot give a sort of a burring sound, which he thinks the blind can distinguish when the ear has been sufficiently trained from the double dot. A disc is made containing these characters, and when this disc is placed on his little instrument, known as the "typophone," the reader turns the disc with his finger as rapidly or as slowly as he pleases, and through a needle and a sounding box these sounds are given back to the ear.

It may be asked how does this differ from the phonograph? And why not use a phonograph instead? In the phonograph a wax disc is made, the actual sound waves of the voice being recorded in this disc, but a great deal of space is required on the disc to record this sound. By Dr. Herz's method, the dots, double dots and

quadruple dots are made from the corresponding number of holes being cut through a little strip of paper tape. This tape is then applied to a machine he has devised which indents these dots on to the wax disc in very compact form. After the wax disc has been made, the principle of making the fibre discs from it is the same as in the phonograph. A master metal disc is cast from this wax disc and from this master metal disc the fibre discs are cast. The typophone can be constructed at a cost of ten to fifteen dollars, so it will not be an impossibly expensive matter for each of the blind readers to have one of these little instruments in his home. It is presumed that these discs can be made very cheaply and that the reader can either buy them outright or they can be loaned by libraries just as books are loaned. It is not claimed that this can ever take the place of Braille books for reading, but that it can be made possible for many to read by sound who seem not to be able to read by touch.

Dr. Samuel P. Hayes, Professor of Psychology, Mount Holyoke College, and Director of Research in several schools for the Blind, gave some conclusions he had arrived at as a result of his experiments. Speaking first of the manifest unfairness of the usual written examination, he made inquiry as to the possibility of more exact and fair means of measuring of ability. In testing 450 blind children he found that their spelling of ordinary words averaged rather above that of seeing children of their own age, but that in dictionary tests they fell well below. As Dr. Allen pointed out later on in his excellent report, this is natural, as their chief acquaintance with words is through the ear, which sense is not constantly teaching them their forms as the eye is. In Grammar he found the general average quite creditable, but in written composition four years retarded, and in arithmetic also much below standard. These definite returns were not very flattering, but there was much that was hopeful. His hearers felt stimulated to think for themselves how best they could make use of the suggestive material he placed in their hands. One felt that here was a science in the making and one that may be of incalculable benefit in the work of education.

Mr. McManaway, of Virginia, in discussion laid emphasis on the practical use of these tests to superintendent, to teacher and to pupil. It is useful in weeding out the feeble-minded pupils, in giving definiteness to the aims of the teacher, and in directing education along the right lines for the individual. When the results are not flattering he will look for the cause, and try to remedy the wrong.

Mr. Charles A. Hamilton, of Batavia, gave a paper on what our graduates do, showing the advantages and disadvantages of the various occupations open to the blind, and while he emphasized the necessity of each being taught some trade or profession, he glowed with the praise of a liberal education in enriching one's mind and broadening one's life. Perhaps even more than to the normal person a liberal culture is of inestimable value to one shut up in the prison of blindness. "For such a person there is nothing so efficacious as a liberally trained mind to transmute the black lead of despair into the gleaming gold of hope and the shining silver of contentment."

Mr. Chapple, of North Dakota, dealt with the problem of the feeble-minded blind child. Since the presence of such children is very detrimental to the work of the school, retarding the progress of normal blind children, lowering their standards and ideals, and injuring their status in the eyes of the world, such unfortunates should be placed in homes for the feeble-minded. As these homes, however, often refuse to accept the feeble-minded who are also blind, it behooves

all schools to agree on a policy and then to push it to completion. The scheme which seemed to promise best was that of establishing a special cottage for the blind in each asylum for the feeble-minded.

Mrs. Winifred Hathaway spoke eloquently on the subject of sight conservation classes in public schools. A boy is brought up before the juvenile court on various charges—he is idle, mischievous, sullen, a truant, etc., the judge sentences him to a visit to an oculist who finds his sight very defective. He is placed in a sight conservation class where ideal conditions of seating and lighting prevail, and, fitted with the proper glasses, soon becomes a happy progressive pupil. He takes all oral work, gymnastics, etc., in the regular class-rooms, and thus is not separated from his normal playmates, but at the same time the eyesight he has is carefully used and just as carefully guarded by the frequent visits to a skilful oculist.

Summing up, the speaker stated that the eyes of every child should be examined at the time he entered school and once a year thereafter during his school life, that eye clinics should be established in public schools, that proper lighting and seating conditions would do much to prevent deterioration in sight, that individual towels check the spread of communicable eye diseases, that teachers should be instructed in simple eye hygiene and should interest their pupils in the same, and that adequate medical inspection and nursing service will accomplish wonders in preventing handicaps.

Mr. McAloney, of Pittsburg, while declaring that the problem of conservation of vision classes is primarily one for the public school, and that such classes should be established in every city or town where there are six or more partially sighted children, claimed that residential schools must take it up when these places failed to do so, or when such children belonged to rural districts. His school is the only one so far equipped with such a class, and he claimed that it had proved a great success, since the child, instead of being held back with those even more handicapped than he, can make use of what sight he has to the best possible advantage.

Two speakers laid great emphasis on the value of dramatics in the education of the blind, and their opinion was endorsed by Mr. Allen, of Perkins. The blind child assumes a listening attitude which often becomes almost the antithesis of the attitude of a seeing child, and if he has a little vision, the effort to see will produce a twist of the face and the head very abnormal, especially as he is cut off from imitation of the movements of others. One of the objects of the teacher of dramatics is to free him from these handicaps and to give his face and body natural grace of expression and movement. But, even more, the interest in and familiarity with the great authors is an invaluable aid in the general culture of the mind. All children love to act, and this natural inclination can be made extremely effective.



## Ontario School for the Blind

## I.—Attendance each official year since the opening of the School

			Male	Female	Total
Attendance for portion of year ending 30th September, 1872..			20	14	34
" for year ending 30th September, 1873.....			44	24	68
" " " " 1874.....			66	46	112
" " " " 1875.....			89	50	139
" " " " 1876.....			84	64	148
" " " " 1877.....			76	72	148
" " " " 1878.....			91	84	175
" " " " 1879.....			100	100	200
" " " " 1880.....			105	93	198
" " " " 1881.....			103	98	201
" " " " 1882.....			94	73	167
" " " " 1883.....			88	72	160
" " " " 1884.....			71	69	140
" " " " 1885.....			86	74	160
" " " " 1886.....			93	71	164
" " " " 1887.....			93	62	155
" " " " 1888.....			94	62	156
" " " " 1889.....			99	68	167
" " " " 1890.....			95	69	164
" " " " 1891.....			91	67	158
" " " " 1892.....			85	70	155
" " " " 1893.....			90	64	154
" " " " 1894.....			84	66	150
" " " " 1895.....			82	68	150
" " " " 1896.....			72	69	141
" " " " 1897.....			76	73	149
" " " " 1898.....			74	73	147
" " " " 1899.....			77	71	148
" " " " 1900.....			77	67	144
" " " " 1901.....			72	66	138
" " " " 1902.....			68	70	138
" " " " 1903.....			67	64	131
" " " " 1904.....			68	66	134
" " " " 1905.....			67	74	141
" " " " 1906.....			71	76	147
" " " " 1907.....			72	72	144
" " " " 1908.....			71	68	139
" " " " 1909.....			72	70	142
" " " " 31st October, 1910.....			77	67	144
" " " " 1911.....			76	61	137
" " " " 1912.....			69	55	124
" " " " 1913.....			62	62	124
" " " " 1914.....			65	59	124
" " " " 1915.....			70	62	132
" " " " 1916.....			82	61	143
" " " " 1917.....			74	53	127
" " " " 1918.....			75	51	126
" " " " 1919.....			77	51	128
" " " " 1920.....			81	55	136

## II.—Age of Pupils for the year ending 31st October, 1920

	No.		No.		No.		No.
Five years	0	Eleven years	6	Seventeen years	15	Twenty-three years	3
Six " "	1	Twelve " "	13	Eighteen " "	6	Twenty-four " "	2
Seven " "	5	Thirteen " "	8	Nineteen " "	9	Twenty-five " "	0
Eight " "	5	Fourteen " "	18	Twenty " "	2	Over twenty-five years	3
Nine " "	5	Fifteen " "	7	Twenty-one " "	3		
Ten " "	9	Sixteen " "	14	Twenty-two " "	2	Total.....	136

## III.—Nationality

	No.		No.
American .....	1	Indian .....	3
Austrian .....	1	Irish .....	9
Canadian .....	62	Italian .....	2
English .....	35	Polish .....	5
Finlander .....	1	Russian .....	2
French .....	4	Scotch .....	7
German .....	2		
Hebrew .....	1	Total .....	136
Icelandic .....	1		

## IV.—Denomination of Parents

	No.		No.
Anglican .....	36	Methodist .....	35
Baptist .....	6	Presbyterian .....	26
Christadelphian .....	1	Roman Catholic .....	24
Christian Science .....	1	Salvationist .....	1
Congregational .....	1		
Hebrew .....	1	Total .....	136
Lutheran .....	4		

## V.—Occupation of Parents

	No.		No.
Accountant .....	1	Manufacturer .....	1
Barbers .....	3	Merchants .....	4
Book-keepers .....	2	Miller .....	1
Bricklayer .....	1	Miner .....	1
Cabinet-maker .....	2	Painter .....	1
Carpenters .....	5	Pedlar .....	1
Clergyman .....	1	Police Magistrate .....	1
Clerks .....	4	Policeman .....	1
Confectioner .....	1	Railway Employees .....	3
Craeman .....	1	Salesmen .....	2
Dentist .....	1	Sawyer .....	1
Electrician .....	1	Shoemaker .....	1
Farmers .....	25	Soldiers .....	3
Fireman .....	1	Stove Mounter .....	1
Foreman .....	2	Trader .....	1
Gardeners .....	3	Traveller .....	1
Hotel Man .....	1	Teamsters .....	2
Hunter .....	1	Tinsmith .....	1
Iron Worker .....	1	Tuner .....	1
Janitor .....	1	Weaver .....	1
Jeweller .....	1	Unknown .....	14
Journalist .....	1		
Labourers .....	30	Total .....	136
Machinists .....	3		

**VI.—Cities and Counties from which pupils were received during the official year ending 31st October, 1920**

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington.....	1	...	1	County of Oxford .....	1	1	1
District of Algoma .....	...	1	1	“ Perth .....	1	1	1
City of Belleville .....	...	1	1	“ Peel .....	2	1	3
City of Brantford .....	...	3	3	City of Peterboro .....	2	1	3
County of Bruce .....	1	...	1	District of Rainy River .....	...	1	1
“ Frontenac .....	...	1	1	County of Renfrew .....	2	...	2
“ Glengarry .....	...	1	1	“ Russell .....	...	2	2
“ Grenville .....	1	...	1	City of St. Thomas .....	1	...	1
City of Guelph .....	...	1	1	County of Simcoe .....	3	...	3
City of Hamilton .....	1	2	3	City of Toronto .....	15	8	23
County of Haldimand .....	2	...	2	District of Thunder Bay .....	1	...	1
“ Haliburton .....	1	...	1	County of Waterloo .....	1	...	1
“ Huron .....	3	1	4	“ Welland .....	...	1	1
“ Kent .....	1	...	1	“ Wellington .....	1	...	1
City of Kingston .....	1	...	1	“ Wentworth .....	1	...	1
County of Lambton .....	...	1	1	“ York .....	1	1	2
“ Leeds .....	3	1	4	Alberta .....	4	3	7
City of London .....	2	1	3	British Columbia .....	5	2	7
District of Muskoka .....	1	1	2	Manitoba .....	13	9	22
District of Nipissing .....	3	3	6	Saskatchewan .....	6	3	9
County of Norfolk .....	...	1	1				
County of Ontario .....	1	1	2	Total .....	81	55	136
City of Ottawa .....	1	1	2				

**VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1920**

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington .....	1	...	1	County of Haliburton .....	2	...	2
District of Algoma .....	10	6	16	“ Halton .....	7	3	10
City of Belleville .....	4	1	5	City of Hamilton .....	24	23	47
County of Brant .....	10	8	18	County of Hastings .....	6	6	12
City of Brantford .....	17	14	31	“ Huron .....	15	13	28
County of Bruce .....	10	12	22	City of Kingston .....	8	4	12
“ Carleton .....	2	2	4	County of Kent .....	11	8	19
“ Dufferin .....	2	1	3	“ Lambton .....	20	8	28
“ Dundas .....	3	3	6	“ Leeds .....	17	5	22
“ Durham .....	4	4	8	“ Lanark .....	4	4	8
“ Elgin .....	7	6	13	“ Lennox .....	4	1	5
“ Essex .....	15	22	37	“ Lincoln .....	3	3	6
“ Frontenac .....	5	4	9	City of London .....	14	11	25
“ Glengarry .....	8	2	10	County of Middlesex .....	10	13	23
“ Grenville .....	3	2	5	District of Muskoka .....	4	3	7
“ Grey .....	11	12	23	County of Norfolk .....	11	10	21
City of Guelph .....	4	5	9	City of Niagara Falls .....	...	1	1
County of Haldimand .....	6	5	11	District of Nipissing .....	10	8	18



VII.—Cities and Counties from which pupils were received from the opening of the School until 31st October, 1920—Concluded

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Northumberland . . . . .	6	9	15	County of Stormont . . . . .	5	2	7
“ Ontario . . . . .	9	14	23	City of Toronto . . . . .	89	58	147
City of Ottawa . . . . .	24	7	31	District of Thunder Bay . . . . .	1	....	1
County of Oxford . . . . .	8	13	21	County of Victoria . . . . .	9	2	11
District of Parry Sound . . . . .	3	....	3	“ Waterloo . . . . .	13	6	19
County of Peel . . . . .	4	2	6	“ Welland . . . . .	9	6	15
“ Perth . . . . .	5	11	16	“ Wellington . . . . .	11	8	19
“ Peterborough . . . . .	15	7	22	“ Wentworth . . . . .	10	11	21
“ Prince Edward . . . . .	7	2	9	“ York . . . . .	21	17	38
“ Prescott . . . . .	2	2	4	Province of Quebec . . . . .	5	1	6
“ Renfrew . . . . .	9	6	15	Alberta . . . . .	9	6	15
“ Russell . . . . .	6	3	9	British Columbia . . . . .	11	2	13
District of Rainy River . . . . .	1	1	2	Manitoba . . . . .	19	16	35
City of St. Catharines . . . . .	3	2	5	Saskatchewan . . . . .	11	9	20
“ St. Thomas . . . . .	4	2	6	United States . . . . .	1	1	2
“ Stratford . . . . .	3	1	4				
County of Simcoe . . . . .	13	11	24				
					638	471	1,109

VIII.—Cities and Counties from which pupils were received who were in residence on 31st October, 1920

County or City	Male	Female	Total	County or City	Male	Female	Total
County of Addington . . . . .	1	....	1	County of Perth . . . . .	....	1	1
District of Algoma . . . . .	....	1	1	“ Peterboro' . . . . .	1	1	2
City of Brantford . . . . .	....	3	3	“ Renfrew . . . . .	2	....	2
County of Bruce . . . . .	1	....	1	“ Russell . . . . .	....	2	2
“ Frontenac . . . . .	....	1	1	“ Simcoe . . . . .	2	....	2
“ Glengarry . . . . .	....	1	1	City of St. Thomas . . . . .	1	....	1
“ Grenville . . . . .	1	....	1	“ Toronto . . . . .	10	6	16
City of Hamilton . . . . .	1	2	3	County of Waterloo . . . . .	1	....	1
County of Haldimand . . . . .	2	....	2	“ Welland . . . . .	....	1	1
“ Huron . . . . .	1	1	2	“ Wellington . . . . .	1	....	1
“ Kent . . . . .	1	....	1	“ Wentworth . . . . .	1	....	1
County of Leeds . . . . .	3	....	3	“ York . . . . .	1	1	2
City of London . . . . .	2	1	3	Alberta . . . . .	4	3	7
District of Muskoka . . . . .	1	....	1	British Columbia . . . . .	6	2	8
“ Nipissing . . . . .	3	3	6	Manitoba . . . . .	8	9	17
County of Ontario . . . . .	1	1	2	Saskatchewan . . . . .	5	2	7
City of Ottawa . . . . .	1	1	2				
County of Peel . . . . .	1	....	1	Totals . . . . .	63	43	106

MAINTENANCE EXPENDITURE FOR THE YEAR ENDING OCTOBER 31st, 1920,  
COMPARED WITH THE PREVIOUS YEAR

Service	Expenditure Year ending October 31st, 1919	Expenditure Year ending October 31st, 1920
	\$ c.	\$ c.
Medicine and Medical Comforts.....	214 81	307 60
Groceries and Provisions.....	9,499 99	11,973 49
Bedding Clothing and Shoes .....	491 38	220 35
Fuel, Light and Power .....	8,377 58	12,274 26
Laundry Soap and Cleaning .....	500 84	595 33
Furniture and Furnishings.....	882 11	1,043 76
Farm and Garden.....	1,492 58	1,450 11
Repairs and Alterations .....	2,148 48	1,115 17
Advertising and Printing .....	771 46	727 10
Books, Apparatus and Appliances .....	1,643 69	1,114 86
Pupils' Sittings in Churches .....	200 00	200 00
Y.M.C.A. Memberships.....	100 00	100 00
Rent of Hydrants .....	160 00	160 00
Water Supply.....	543 27	591 72
Inspection of Literary and Musical Classes.....	200 00	200 00
Oculist—Care of Eyes .....	252 00	150 00
Dental Inspection—Care of Teeth.....	212 00	136 00
Musical Instruments, including Typewriters.....	287 90	663 00
Repairs to Pianos and Organs.....	66 55	57 31
Hardware, Paints and Oils.....	646 15	589 44
Workshop—Tools and Material.....	718 63	1,506 83
Engineer's Supplies .....	393 13	510 89
Models and Outfits .....	73 99	169 67
Unenumerated .....	2,118 28	2,279 56
Salaries .....	34,487 90	44,864 86
Dictaphone .....	391 99	.....
	66,874 71	83,001 31

Our Expenditure for the year ending October 31st, 1919 .....	\$83,001 31
Returned to the Department in the way of Casual Revenue.....	12,039 42
Actual cost of maintenance .....	70,961 98
Average attendance .....	108
Average per capita cost per year .....	\$657 08

Certified correct,

G. H. RYERSON,  
Bursar.

October 31st, 1920.

## APPENDIX Z

ONTARIO SCHOOL FOR THE  
DEAF

## ANNUAL REPORT OF THE SUPERINTENDENT

TO THE HONOURABLE R. H. GRANT, M.P.P.,  
*Minister of Education for Ontario.*

SIR,—I have the honour to present for your consideration the fiftieth annual report of the Ontario School for the Deaf, and in doing so it is very satisfactory to state that the splendid progressive and humanitarian spirit that made possible the establishment of the school fifty years ago still obtains, as shown by the generous appropriations for the ordinary maintenance of the school and, more especially, by the carrying on by you of the construction of the new modern main building which, when completed, will give us an adequate supply of well appointed up-to-date class-rooms and, when the building programme is finally completed, will give to most of the present and all the future deaf children of our Province a residential school equipment equal to the best in any land.

## Fifty Years Ago

The late Mr. J. B. McGann opened the first school for the education of the deaf in this Province in Toronto in 1858. This school he carried on with varying degrees of success and always under great difficulties, first in Toronto and subsequently in Hamilton, until the present school was opened by the Ontario Government on October 20th, 1870, under the superintendency of Dr. Palmer, with a teaching staff consisting of Mr. McGann, Mr. Green, Mr. Coleman, and Mrs. Terrill. Dr. Palmer was superintendent from 1870 to 1879, when he was succeeded by Mr. R. Mathison. Of the original teaching staff of four only two are now living, Mrs. Terrill and Mr. Coleman. Mrs. Terrill, a daughter of the late Mr. McGann, before the opening of this school, assisted her father in the management of his school in Hamilton. She retired from our staff about ten years ago and is now enjoying a well earned rest after having served over forty years the cause of deaf education in Ontario. Mr. Coleman came from North Carolina, where, after going through the United States Civil War, he settled down to teaching the deaf in his native state. Mr. Coleman is still a member of our staff, though he has been recently relieved of most of his active duties. Two more teachers were added to the staff during the first session, Miss Perry and Mr. Watson, a son-in-law of Mr. McGann. Mr. McGann died ten years after the opening of the school, and Mr. Watson, who left the service a short time afterwards and was subsequently superintendent of the Winnipeg School and different schools in the United States, died last year at the home of his son-in-law, Mr. Tillinghast, the superintendent of the Oregon State School for the Deaf. To these pioneers the deaf of Ontario feel a deep sense of gratitude.



### The Work of the Session

The work of the session was carried on in twenty-two classes under twenty-three teachers, and good results were obtained. During the session two outbreaks of a mild type of diphtheria occurred, and although none of the pupils were dangerously ill, still the quarantine periods seriously hampered the work of the school. The prevalence of contagious diseases throughout the Province, and particularly in our immediate vicinity, makes it difficult to keep these diseases out of the school.

### The Attendance

The average attendance for the session ending June, 1920, was 241 pupils, three less than that of the preceding year. At the close of school in June thirteen pupils were written off and at the reopening in September seventeen pupils did not return. A number of these were detained home through illness, but several were kept home to work, the high wages obtainable at the time being too strong an inducement for the parents to resist. A few of these have since returned, and twenty-eight new pupils have been added to the roll, so that the attendance for the present session will be well up to normal.

### Changes in the Staff

At the close of the school session Miss Mary Bull, for thirty-eight years a teacher in our school, retired to take a well-earned rest. Miss Bull was a faithful and efficient teacher and a splendid member of our residential staff. Miss Irene Aherne, who had been five years on our staff, resigned to be married. Miss Aherne was a very capable teacher, and her resignation was a distinct loss to the teaching power of our staff. Mr. Coleman has been placed on the supernumerary list, and, while not in charge of a class, is still a member of our staff. These teachers' places have been filled by the appointment of Miss B. Wilson, formerly principal of the Orono Public School, Miss S. Ward, a well-known teacher of Collingwood and Walkerville, and Miss Bradley, of Newcastle.

### The Expenditure •

The financial year ending October 31st, 1920, represents the peak in high prices, the result of war and post-war conditions and, under the circumstances, the increase in our expenditure was unavoidable. The economy of the war years, when all but the urgently necessary supplies were cut out, left us short in many lines, and renewals had to be made at a time of very high prices. This makes the increase more marked than if rigid economy had not been exercised in those years, but even now we have only reached an expenditure which similar institutions in Canada and the United States had reached years previous. With the exception of two items the expenditure has increased over that of the previous year less than \$5,000, an amount very moderate when the prevailing purchasing power of the dollar is considered. The two items which are responsible for most of our increased expenditure are salaries and wages, and fuel, light and power. In the first of these, salaries and wages, our staff had been for years on a wage scale very much below that obtainable in other fields of work for similar services, and it was necessary, if the efficiency of the staff was to be kept up, that their salaries should be adequate for the services rendered. During the year what was known as "perquisites" was done away with, and nearly all members of the staff receiving "perquisites"—free houses, board, etc.—were charged for the same at prices set by the Civil Service Commissioner

and, as these items or "perquisites" had always been part of the salaries, an amount equal to the charge of "perquisites" was added to the salary. The sum thus collected and returned to the Provincial Treasurer was \$6,154.38. This amount, which in reality is only a cross entry, must in all fairness be deducted from the total increase in salaries and wages. The increase in the item of fuel, light and power was from a number of causes, the chief of which was the extraordinary condition prevailing during the year. The shortage of coal and the difficulties of transportation made it absolutely essential that a supply sufficient to carry us over the winter months be provided. Coal dealers refused to make contracts owing to the unsettled conditions and the existing high prices and the only alternative was to purchase on a commission basis. This was done to ensure a supply, but the price paid for slack coal was nearly double that of last year and nearly four times the price of 1913. Other factors which enhanced the cost were an unusually severe winter, the poor quality of the coal obtainable, and the difficulty of procuring competent help in our boiler room, and, in addition to these, the contractor for 1919 was unable to deliver all the coal contracted for during the financial year, and a great part was delivered and paid for out of the 1920 appropriation, thus making an extra load on the appropriation for 1920. Under these circumstances no other result than that this item would be abnormal for the year could be expected. Now that the time has come that the peak of high prices has been passed and declining prices are the rule, we can confidently look forward, so far as the purchasing of supplies is concerned, to a reduced expenditure.

Appended hereto are the reports of Dr. Boyce, the attending physician, and Mr. H. J. Clarke, B.A., the inspector of the literary work of the school.

Before closing this report, I wish to thank you, Mr. Grant, and your Deputy Minister, Dr. Colquhoun, for your unfailing courtesy and assistance during the year and also to express my appreciation of the splendid loyalty and faithful work of the officers and teachers of the staff.

I have the honour to be,

Sir;

Your obedient servant,

C. B. COUGHLIN,  
*Superintendent.*

Belleville, November 1st, 1920.

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### LITERARY EXAMINER'S REPORT

HONOURABLE R. H. GRANT,  
*Minister of Education for Ontario.*

DEAR SIR,—I have the honour to present for your consideration my report on my inspection of the School for the Deaf at Belleville.

In accordance with your instructions, I have conducted an inspection of the literary classes at the Ontario School for the Deaf; I also spent some time among the trades.

This school is really two schools under one head, constituted as follows: (1) The Manual Department of five classes under the supervision of Miss Linn, who also teaches the highest grade in this Department; and (2) the Oral Department, which is by far the larger proportion of the school and is subdivided into Junior Oral under the supervision of Miss Ford, and Senior Oral under the supervision of Mr. Campbell. Mr. Campbell also teaches the senior class in this department. Miss Ford, the supervisor of the Junior Orals has had expert training for this work at Northampton.

While every effort is made to select the very best teachers available from the Public Schools of the Province, for this work, from the nature of things the Normal Schools can give no special training in teaching the deaf, consequently the teachers, however expert they may be in the ordinary school, require special training for this work, and this expert training devolves upon Miss Ford.

I spent six days in the Literary Classes, visiting every class except one. Miss Brown was ill during my visit.

The course of study is based largely upon that of the Public School, with, of course, such modifications as are necessary with these children, where language has to be stressed far more than in a speaking school, or rather a hearing school, for this is very largely a "speaking school." The great handicap of the deaf is the lack of language. They come to school in most cases without any knowledge of language. They have the natural signs, with which to express some of their ideas, but without any knowledge of language proper. It takes years of careful training to give them the command of language that a hearing child would have acquired before entering school, and that without apparent effort. From this it is readily seen that the Public School Course of Study must be remodelled so that every subject will offer the maximum of training in language. It is surprising what is accomplished, and in order to assist the parents to keep up the language of their children during the long vacation, each child takes home with him, in a neatly prepared booklet, the work he has covered during the year. This will enable the parent who is sufficiently interested in his child's progress to keep up his language so that the child may return to school ready to go right on where he left off. The pupils in the Oral Department are able to speak and recognize all the words that appear in these booklets, and a little care on the part of the parent will greatly assist the child in his effort to acquire the ability to communicate with speaking people, by speech and lip-reading.

I do not consider it necessary to give a minute account of what I observed in the several classes, but if this is required, it can be supplied, and the results of the final examinations are on file in the Superintendent's office. Suffice it to say that in almost every class I would grade the work of a high order of proficiency. I was particularly struck with the improvement in the ability of the several pupils to take conversation from the lips. This being the thirteenth inspection that I have made, I am beginning to feel that I am in a position to judge of this work with some measure of authority, and I know that great progress has been made this year in the Oral Department. The Manual Department has not been able to make so great an improvement, consisting as it does of pupils who either entered very late in life, or who from defective sight or otherwise could not profitably be handled in an oral class. Every effort is made to give oral instruction where it is possible. In fact, it is a question whether there are not some now in oral classes that are unable to measure up to the requirements. However, they are given the chance, for the child who leaves the school with the ability to read the lips with



some freedom has an immense advantage over one who cannot do so. The matter of speaking, while it is greatly to be desired, is of less importance than the ability to read the lips. I might say, however, that I have little trouble to follow the speech of these oral pupils. Another point that is very noticeable is the improvement in the use of language since I first inspected here. The "deafisms" so noticeable at that time in their written compositions is rapidly disappearing, and while they still make mistakes, they are far less frequent and can readily be accounted for. Should your official duties permit you to visit this school, you will at once be struck with the character of the handwriting and spelling even in the junior grades. Depending as they do so largely on sight, these children attain a proficiency in these subjects that well might be the envy of some hearing schools. Speaking generally, I might say that all the subjects of the Public School Course are receiving satisfactory attention except Art.

After completing my inspection of the purely literary classes, I spent some time visiting the "shops." The instruction given in the various trades is, I believe, good, and every effort is made to impart the language peculiar to the trade in question. These trade instructors have an opportunity of teaching this particular language that is not possible in the regular literary teacher. There is a great temptation to "sign" the instructions to these boys, rather than take the time to commit the instructions to written or spoken language, but following out the idea that language is of the first importance to these children, the instructors are urged to make every lesson one in language. Should you again entrust me with this work, I shall look forward to noting the progress that has been made in this department.

Due to the care that is taken to safeguard these children, they have been remarkably free from contagious disease. While surrounding schools have been seriously interrupted by disease of various kinds, this school has practically escaped.

I note with pleasure the progress that is being made on the new school building, which, from the blue prints shown to me, will be a thoroughly modern structure. A visit to the present class-rooms would convince anyone familiar with school requirements that the expenditure on this new school is amply justified. It speaks well for the staff that so much has been accomplished, considering the conditions under which they have laboured.

Some changes have been made in the teaching staff during the year. As these appear in the official paper published by the school, it is not necessary to go into details here. I may say, however, that I observed the new members of the staff somewhat closely, and it is my opinion that they will be a source of strength to the already strong teaching staff.

In closing, I wish to thank the Superintendent and officers of the school for the many kindnesses shown to me during the discharge of my official duties. Every opportunity was given to me to see things as they are, and I am pleased to certify that I believe that the institution is in most capable hands.

I have the honour to be,

Sir,

Your obedient servant,

H. J. CLARKE,

*Public School Inspector,*

South Hastings, Belleville and Trenton.

Belleville, July 24th, 1920.

## PHYSICIAN'S REPORT

TO THE HONOURABLE R. H. GRANT, M.P.P.,

*Minister of Education for Ontario.*

SIR,—I beg to submit my report on the health of the children and attendants of the Ontario School for the Deaf for the past year. Before mentioning especially the work of the past session in this department, I deem it proper to review in a general way the routine we have established and which we endeavour to adhere to as closely as we can with the view of preventing as far as possible the inroads of infections, detecting of insidious disease and placing under observation and treatment any suffering from physical defects or constitutional disabilities.

The opening of every session is a pretty busy time and attended with considerable anxiety, particularly so during the past few years when epidemics have been so prevalent throughout the Province. The children coming from various parts of the country and from localities and homes where epidemics prevail, and often where the sanitary conditions are not what they should be, often become the carriers of infections which, if introduced into a school with some two hundred and fifty children of a susceptible age, would cause a great amount of sickness, loss of school attendance, and general disorganization of the work. To prevent such a misfortune, the Superintendent has caused to be sent out to the homes of every prospective pupil a printed slip with full details regarding the measures to be adopted to prevent such an occurrence, instructing them as to the personal attention to the children, the proper fumigation of their clothing, trunks, etc. On arrival at the school the first duty is to at once inspect all the children, and wherever any suspicious case is observed it is quarantined and placed under observation. The trunks and clothes are also closely inspected, and if it seems that the proper precautions have not been taken they are again fumigated. Thereafter, everything coming into the school from the homes of the children is disinfected before it reaches the child; all parcels of mail, including letters, etc., go through the same fumigating process. Articles of food only are excepted, and we feel that it would be to the welfare of the school if this could be eliminated.

As soon as possible after the children have assembled a personal examination is made of all those here for the first time. Any disability or constitutional disorder is noted, the child being placed under treatment, and if the condition is permanent we endeavour by special attention to keep him at school. Then the entire school is examined and treatment assigned to those requiring it. The children are weighed and their height taken and a record kept for future reference, and at the close of the school in the summer the height and weight are again taken before they return home. During the whole school term a monthly inspection is made of all the children. It is characteristic of the thoroughness of the Superintendent that no effort is spared when the health of the children is at stake. He considers the health of the children paramount, not only because of their physical welfare, but because the best class-room work is only to be obtained by keeping the health of the children good.

The past session has been an eventful one. Smallpox prevailed very generally throughout the Province, and early in the session instructions were issued forbidding the children going into the town unless on urgent matters, and then for-



bidding them mingling with crowds or visiting crowded places. The same instructions were given the staff and teachers, and we believe these instructions were carefully adhered to. To the public, the school and grounds were quarantined. As a further precautionary measure the whole school was vaccinated, even those who had been previously vaccinated unless it was of very recent date. With some of the children this prevented attendance at school for a time, but no bad results followed. It entailed a great deal of work and careful attention, but we believe the results justified it because we had no case of smallpox.

In December, 1919, a case of diphtheria broke out which was unquestionably due to a "carrier" in the school. There had been no complaints of any throat trouble and the general health of the school was very good. Immediately after this case was detected, all the children of the same class-room were given preventive inoculations of serum, but this did not stop the spread, and we then inoculated the whole school. Swabs were taken from the throats of all the children, also teachers and attendants, for laboratory examination, and wherever the report was positive of the germ the patient was quarantined in a suspect ward, put under treatment, and kept there until three negative swabs were returned. During the period from December to May we had thirty-nine cases of diphtheria. Repeated inoculations were made during that time as circumstances seemed necessary, and some time previous to the children returning home in June they were all again inoculated. All the trunks and clothing were again fumigated and notices sent to the various homes advising of the conditions and recommending prompt action should any suspicious symptoms arise. No child was allowed to return home until three negative swabs were made of throat secretions. We had no mortality from diphtheria. With the exception of the epidemic, the sickness in the school has not been exceptional from other years. We had a good many cases of influenza of a somewhat mild form, also bronchitis. Of quite common occurrence is anaemia and general debility, also digestive disorders, middle ear trouble, skin diseases and accidents of a minor character. Of the more severe cases, I would especially mention two cases of heart disease, two cases of appendicitis, one operated on with recovery and the other returned home, two cases of inflammatory rheumatism, one fracture of arm, and one case, an attendant, Eva Lindsay, of contused wound accompanied with scalding of the hand which necessitated amputation of all the hand excepting the thumb and part of forefinger, five cases of tonsilitis, two cases of severe abscess and one case of convulsions. The health of the staff and attendants has been fair.

After the close of school in June the task of renovating the buildings, with their contents, was undertaken, and considerable time and attention given to this during the holiday season with the view of removing any danger of subsequent infection and making the place safe for the reopening of school. The hospital has been disinfected and fumigated throughout, the mattresses and bedding fumigated, the beds washed with antiseptic solution. The dormitories, with the beds and bedding and all movable articles, have been carefully disinfected either by washing with antiseptic solution or by fumigation. The basement and store rooms were freshly whitewashed. In the main building, the dining-room, kitchen and class-rooms were treated the same, and very special attention given to the school books and other articles used by the children. The engine room, store rooms and work rooms have also been freshly coated with lime. The main building is obsolete



and somewhat dilapidated, and although everything has been done to make it healthful that we could do, one can never be very sure of it, and the early completion of the new building now under construction is much to be desired.

I have the honour to be,

Sir,

Your obedient servant,

W. W. BOYCE.

Belleville, November 1st, 1920.

Officers of the School

C. B. Coughlin, M.D. ....	Superintendent.
J. W. Pearce .....	Bursar.
W. W. Boyce, M.D. ....	Physician.
Miss E. A. Willoughby .....	Matron.
Miss A. B. Schofield .....	Domestic Science Teacher. and Assistant Matron.

Teachers

Manual

Miss G. Linn, Supervising Teacher,  
Manual Department.  
D. R. Coleman, M.A.  
Mrs. Sylvia C. Balis.  
Miss Ada James.  
Miss Nina Brown.

Oral

W. J. Campbell, Supervising Teacher,  
Senior Oral Department.  
Miss C. Ford, Supervising Teacher,  
Junior Oral Department.  
Geo. F. Stewart.  
Miss L. Deannard.  
Miss I. B. Palen.  
Miss B. Rierdon.  
Miss E. Panter, B.A.  
Miss F. Curry.  
Miss L. Carroll.  
Miss V. Hanley.  
Miss G. Springer.  
Miss E. Nurse.  
Miss H. A. Stirk.  
Miss B. Sunter.  
Miss I. G. Malcolm.  
Miss K. B. Scott.  
Miss S. E. Ward.  
Miss B. A. Wilson.  
Miss G. Bradley.

Miss A. B. Schofield.....	Domestic Science Teacher.
Miss C. Coombe .....	Trained Nurse.
Mrs. L. G. Williams .....	Teacher of Sewing.
Miss I. McBride.....	Clerk and Stenographer.
Wm. Nurse .....	Storekeeper and Assistant Supervisor of Boys.
Wilfred Smith .....	Supervisor of Boys.
A. Morrice .....	Shoemaker and Instructor in Shoemaking.
M. W. Parks .....	Carpenter and Instructor in Carpentering.
J. N. Boyd .....	Baker and Instructor in Baking.

**List of Pupils in the Ontario School for the Deaf for the Year  
Ending October 31, 1920.**

County, etc.	P.O. Address.	County, etc.	P.O. Address.
<i>Algoma District:</i>		<i>Grey:</i>	
Donovan, Ellen.....	Sault Ste. Marie.	Henderson, Harvey....	Owen Sound.
Webb, Kathleen .....	Dayton.	Kinsman, Mary.....	Proton.
<i>Alberta, Province of:</i>		Snell, Ruby.....	Durham.
Nouak, Nick.....	Didsbury.	<i>Haldimand:</i>	
<i>Brant:</i>		Foster, Dorothy.....	Dunnville.
Black, Nellie.....	Newport.	Foster, Sylvia.....	Dunnville.
Moors, Beatrice.....	St. George.	Foster, Irene.....	Dunnville.
Moors, Grace.....	St. George.	Maw, Harris.....	Caledonia.
McKenzie, Robert....	Harley.	<i>Halton:</i>	
Reid, James.....	Brantford.	Kenney, Francis.....	Acton.
Tate, Mary .....	Harley.	Patterson, Walter....	Milton.
<i>Bruce:</i>		Patterson, Lewis....	Milton.
Crowe, Robert.....	Dobbin-ton.	<i>Hastings:</i>	
McKee, Carl.....	Pinkerton.	Guy, Lawrence .....	Belleville.
McKee, Maud.....	Pinkerton.	Ingram, Nellie.....	Faraday.
Rourke, Melville....	Tara.	Liddle, Pearl.....	Shannonville.
Thompson, Robert ..	Lucknow.	Partrick, Margaret...	Trenton.
<i>Carleton:</i>		Roberts, John H. ...	Belleville.
Blanchard, Victor....	Cumming's Bridge	Shaw, Vera.....	Trenton.
Carriere, Joseph.....	Ottawa.	Schwager, Albert....	Thomasburg.
Delinelle, Lauretta...	Ottawa.	Waldron, Arthur....	Trenton.
Garvin, Jean.....	Ottawa.	Whalen, Mary A.....	Point Anne.
Hanna, Abraham....	Ottawa.	Yerrow, Bruce.....	Belleville.
Jones, Mabel.....	Billing's Bridge.	<i>Huron:</i>	
Little, Sadie.....	Ottawa.	Bell, Elwood.....	Goderich.
Pittaway, Audrey....	Ottawa.	Cole, Jean.....	Clinton.
Quinn, Carman.....	Ottawa.	Cole, Melvin.....	Clinton.
Radmore, Frank....	Ottawa.	Laporte, Dennis....	Zurich.
Savard, Paul.....	Ottawa.	Marshall, Russell....	Hensall.
Simpson, Ian.....	Ottawa.	<i>Kenora, District of:</i>	
Towns, Dora.....	Laurentian View.	McMillan, Hugh....	Kenora.
<i>Dufferin:</i>		<i>Kent:</i>	
Boyle, Lizzie.....	Waldemar.	Antaya, Roy.....	Paincourt.
Boyle, John.....	Waldemar.	Brewer, Blanche....	Bothwell.
Middleton, Helen....	Shelburne.	Christian, Gertrude...	Wallaceburg.
Smith, Gordon.....	Riverview.	Dubois, Madeline....	Wallaceburg.
Sherritt, Susie.....	Corbetton.	Goodison, Ada.....	Coatsworth.
<i>Essex:</i>		Healey, Dorothy....	Wheatley.
Andrews, Kenneth....	Windsor.	Julien, Joseph.....	Wheatley.
Fairful, Maisie.....	Leamington.	Toulouse, John.....	Chatham.
Standish, Dorothy...	Essex.	Roberts, John E....	Thamesville.
Suddy, Fred.....	Windsor.	Rechie, Agnes.....	Chatham.
<i>Elgin:</i>		Rechie, Napoleon....	Chatham.
Eames, Carl.....	St. Thomas.	<i>Lambton:</i>	
Gwalter, Fred.....	St. Thomas.	Batty, Blanche.....	Sarnia.
Gwalter, Kathleen....	St. Thomas.	Johnston, Olive.....	Sarnia.
Fawcett, George....	West Lorne.	Jackson, Myrel.....	Oil Springs.
Lawrence, Jean.....	St. Thomas.	Jackson, Leone.....	Oil Springs.
Stoner, Irene.....	St. Thomas.	Henderson, Gordon...	Sarnia.
Wonnacott, Nellie....	Aylmer.	Leckie, Alice.....	Sarnia.
<i>Frontenac:</i>		McMillen, Douglas...	Sarnia.
Charlton, Archie....	Kingston.	Pembleton, Anna....	Forest.
Godfrey, Delpha....	Mountain Grove.	Volk, Mildred.....	Thedford.
Gilmour, Maud.....	Kingston.		
Smith, Marie.....	Kingston.		
Wood, Alonzo.....	Cataraqui.		

## List of Pupils in the Ontario School for the Deaf.—Continued.

County, etc.	P.O. Address.	County, etc.	P.O. Address.
<i>Lanark:</i>		<i>Peel:</i>	
Dart, Grace.....	Smith's Falls.	Davey, John .....	Brampton.
Rathwell, Charles.....	Perth.	Elliott, Madeline ....	Bolton.
Wenzel, Doris.....	Lanark.	McVean, Archie ....	Malton.
<i>Lincoln:</i>		<i>Peterborough:</i>	
McMillan, Duncan....	St. Catharines.	Farrance, James ....	Peterborough.
Thornton, Lloyd.....	Vineland Station.	Gerow, Estella .....	Peterborough.
Watson, Bert.....	St. Catharines.	Meyett, Joseph .....	Peterborough.
<i>Leeds:</i>		Meyett, Charles .....	Peterborough.
Bishop, Ethel.....	Gananoque.	Meyett, Frances .....	Peterborough.
Davis, Jay.....	Brockville.	McMillan, Ena .....	Havelock.
<i>Middlesex:</i>		Richardson, Herbert	Keene.
Bradshaw, Carl.....	London.	<i>Prescott:</i>	
Eager, Mary.....	London.	Gwynne, Stuart ....	Hawkesbury.
Garside, Florence....	London.	<i>Quebec, Province of:</i>	
Hodgins, Sadie.....	London.	Joyce, Andrew .....	Quyon.
Hodgins, Albert.....	London.	Pye, Rodger .....	Windsor.
Hutchinson, Wm.....	London.	<i>Renfrew:</i>	
McMurray, Merton....	Belton.	Coules, Michael ....	Renfrew.
Summers, Moses....	Muncey.	Dick, Alton .....	Renfrew.
<i>Muskoka District:</i>		Hunter, George ....	Renfrew.
Franklin, Elmer.....	Bala.	Hunter, Raymond ..	Renfrew.
Johnston, Ella.....	Utterson.	Hunter, Clifford ....	Renfrew.
<i>Nipissing District:</i>		Jette, Lemay .....	Pembroke.
Anderson, Julia ....	North Bay.	Schneider, Milton ...	Pembroke.
<i>Norfolk:</i>		Teepel, Emma .....	Khartum.
Davis, Florence.....	Simcoe.	Scully, Mamie .....	Ashdod.
Krick, William .....	Vanessa.	<i>Rainy River District:</i>	
Krick, Norman.....	Vanessa.	Olson, Alma .....	Shenston.
<i>Oxford:</i>		Simpson, Norine ....	Rainy River.
Groves, Russell ....	Ingersoll.	Simpson, Zona .....	Rainy River.
Miller, Willie.....	Tavistock.	<i>Simcoe:</i>	
Wagester, Walter....	Tavistock.	Bowen, Roy .....	Cookstown.
Youngs, Cyrene.....	Embro.	Bowen, Esther .....	Cookstown.
<i>Ontario:</i>		Bowen, Margaret ...	Cookstown.
Ballagh, Edith .....	Whitby.	Green, Jean .....	Orillia.
Gura, Nicky .....	Oshawa.	Rivet, Douglas .....	Midland.
Lappin, Leo .....	Atherley.	Powell, Harold .....	Lisle.
Luke, Elsie .....	Brooklin.	Sloan, Harry .....	Lefroy.
Maynard, John .....	Uxbridge.	Sloan, Wallace .....	Lefroy.
Scott, Walter .....	Sunderland.	Tudhope, Catherine .	Orillia.
Toyne, Nellie .....	Pickering.	Wheat, Dorothy .....	Midland.
Wilton, Lesley .....	Claremont.	Wright, Elsie .....	Midland.
<i>Prince Edward:</i>		<i>Stormont:</i>	
Harris, Mary .....	Picton.	Benedict, Rose .....	Cornwall.
<i>Perth:</i>		Campbell, Mary ....	Avonmore.
Eickemeyer, Norman	Monkton.	Ingle, Agnes .....	Cornwall.
Kaulman, Margaret	Palmerston.	<i>Sudbury District:</i>	
<i>Parry Sound District:</i>		Bealer, Frank .....	Copper Cliff.
Bagby, Florence ....	Burk's Falls.	Legrandeur, Victor .	St. Charles.
Windsor, George ...	Callander.	Martel, Joseph .....	Sudbury.
Young, Edna .....	Trout Creek.	Toppazzini, Albert ..	Copper Cliff.



## List of Pupils in the Ontario School for the Deaf.—Continued

County, etc.	P.O. Address.	County, etc.	P.O. Address.
<i>Thunder Bay District:</i>		<i>York:</i>	
Graziano, Joseph	Port Arthur.	Angus, Jack	Toronto.
Munro, Ada	Slate River.	Allen, Winnie	Toronto.
Smith, Walter	Fort William.	Blais, Gladys	Toronto.
Thompson, Jean	Fort William.	Baillie, Dorothy	Toronto.
<i>Timiskaming District:</i>		Brooks, James	Toronto.
Audet, Alcide	Cobalt.	Buchan, Lucy	Toronto.
Barnes, Ada	Haileybury.	Buchan, Caroline	Toronto.
Brent, Margaret	Iroquois Falls.	Bennett, Charles	Toronto.
McConnell, Mildred	Charlton.	Brown, Leonard	Toronto.
Whalen, Loretta	New Liskeard.	Buckle, Oscar	Aurora.
Whalen, Mary	New Liskeard.	Clark, Gladys	Toronto.
<i>Victoria:</i>		Daniels, Walter	Toronto.
Brandon, William	Kinmount.	Dickson, Violet	Toronto.
McNish, Helen	Kirkfield.	Davey, Charles	Toronto.
Patrick, Nellie	Lindsay.	Dine, George	Toronto.
<i>Wellington:</i>		Ducker, Freida	Mount Dennis.
Barbour, Clifford	Hillsburgh.	Egginton, Maud	Markham.
Chambers, Pearl	Rockwood.	Egginton, Gwendoline	Markham.
Johnston, Viola	Drayton.	Ford, Raymond	Toronto.
<i>Wentworth:</i>		Goulding, Tom	Toronto.
Allen, Muriel	Hamilton.	Goldman, Joe	Toronto.
Armes, Dennis	Hamilton.	Glasner, Morris	Toronto.
Bluestein, Shina	Hamilton.	Glennie, Alexander	Toronto.
Cooper, Martha	Dundas.	Herman, Jack	Toronto.
Gorman, Walter	Hamilton.	Kelcey, Lillian	Toronto.
Dennis, Harry	Hamilton.	Leeder, Flora	Toronto.
Hacking, Willie	Hamilton.	Lee, Charles	Toronto.
Holt, Nathan	Hamilton.	Laforte, Augustine	Toronto.
Moreland, Jack	Hamilton.	Laforte, Isabella	Toronto.
Murtell, Cecil	Hamilton.	Laughlin, Nellie	Toronto.
Peel, Douglas	Hamilton.	Maola, Lorenzo	Toronto.
Tait, William	Hamilton.	Malinsky, Rosie	Toronto.
Webb, Gordon	Hamilton.	Malinsky, Louis	Toronto.
<i>Welland:</i>		McGovern, Willie	Toronto.
Caswell, Sylvia	Niagara Falls.	McGovern, Elizabeth	Toronto.
Farr, James	Marshville.	McCallum, Duncan	King.
<i>Waterloo:</i>		Osborne, Iona	Sutton West.
Crosson, Jack	Galt.	Petch, Lera	Millikens.
Durrant, Evelyn	Breslau.	Peirce, Frank	Toronto.
Gartung, Gertrude	Kitchener.	Pack, Sydney	Mount Dennis.
Hirons, George	Waterloo.	Proctor, Leslie	Toronto.
Jantzi, Amanda	St. Agatha.	Roach, Lawrence	Toronto.
Klinkman, Mary	New Hamburg.	Reading, Victor	Toronto.
Kube, Laura	Kitchener.	Robinson, Charles	Toronto.
Maule, Rona	Galt.	Roberts, Florence	Toronto.
Voisin, John	St. Clemens.	Richardson, Gordon	Toronto.
Wagler, Elmina	Baden.	Stothers, Alva	Toronto.
		Sole, Erna	Toronto.
		Smith, Norma	Toronto.
		Storks, Doreen	Toronto.
		Shidlow, Abie	Toronto.
		Tate, James	Toronto.
		Tweedie, Lorena	Toronto.
		Tettman, Gladys	Toronto.
		Wall, Nettie	Toronto.
		Wall, Sidney	Toronto.
		Willmott, Charles	Toronto.
		Wraight, Lucy	Toronto.
		Wicks, Jack	Toronto.

## Number of Pupils in Attendance each Official Year since the Opening of the School

				Male	Female	Total
From October 27th, 1870, to September 30th, 1871.....				64	36	100
" " 1st, 1871, " 1872.....				97	52	149
" " 1872, " 1873.....				130	63	193
" " 1873, " 1874.....				145	76	221
" " 1874, " 1875.....				155	83	238
" " 1875, " 1876.....				160	96	256
" " 1876, " 1877.....				167	104	271
" " 1877, " 1878.....				166	111	277
" " 1878, " 1879.....				164	105	269
" " 1879, " 1880.....				162	119	281
" " 1880, " 1881.....				164	132	296
" " 1881, " 1882.....				165	138	303
" " 1882, " 1883.....				158	135	293
" " 1883, " 1884.....				156	130	286
" " 1884, " 1885.....				168	116	284
" " 1885, " 1886.....				161	112	273
" " 1886, " 1887.....				151	113	264
" " 1887, " 1888.....				156	109	265
" " 1888, " 1889.....				153	121	274
" " 1889, " 1890.....				159	132	291
" " 1890, " 1891.....				166	130	296
" " 1891, " 1892.....				158	127	285
" " 1892, " 1893.....				162	136	298
" " 1893, " 1894.....				158	137	295
" " 1894, " 1895.....				160	135	295
" " 1895, " 1896.....				173	137	310
" " 1896, " 1897.....				164	128	292
" " 1897, " 1898.....				167	138	305
" " 1898, " 1899.....				161	132	293
" " 1899, " 1900.....				153	130	283
" " 1900, " 1901.....				157	143	300
" " 1901, " 1902.....				147	141	288
" " 1902, " 1903.....				140	143	283
" " 1903, " 1904.....				137	134	271
" " 1904, " 1905.....				130	138	268
" " 1905, " 1906.....				116	143	259
" " 1906, " 1907.....				126	145	271
" " 1907, " 1908.....				133	143	276
" " 1908, to October 31st, 1909.....				130	151	281
" November 1st, 1909, " 1910.....				143	149	292
" " 1910, " 1911.....				138	143	281
" " 1911, " 1912.....				135	126	261
" " 1912, " 1913.....				139	129	268
" " 1913, " 1914.....				152	144	296
" " 1914, " 1915.....				156	160	316
" " 1915, " 1916.....				158	152	310
" " 1916, " 1917.....				145	148	293
" " 1917, " 1918.....				143	147	290
" " 1918, " 1919.....				137	140	277
" " 1919, " 1920.....				143	134	277

## Cost per Pupil, School for the Deaf, Years ending October 31st, 1919 and 1920

Heading of Expenditure	1918-19			1919-20		
	Total expenditure year ending October 31st, 1919	Yearly cost per pupil October 31st, 1919	Weekly cost per pupil October 31st, 1919	Total expenditure year ending October 31st, 1920	Yearly cost per pupil October 31st, 1920	Weekly cost per pupil October 31st, 1920
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Medical department.....	335 85	1 38	03	371 89	1 54	03
Butchers' meat, etc.....	6,391 41	26 19	50	7,266 17	30 15	58
Flour, bread, etc.....	2,921 98	11 98	23	2,420 00	10 04	19
Butter and milk.....	6,287 17	25 77	49	8,925 20	37 05	71
General groceries.....	3,839 59	15 74	30	4,457 13	18 49	36
Fruits and vegetables.....	1,539 65	6 31	12	1,909 20	7 92	15
Bedding and clothing.....	1,526 30	6 26	12	341 88	1 42	03
Fuel, Light and Power.....	17,387 03	71 26	1 37	32,896 63	136 50	2 63
Laundry, etc.....	1,208 29	4 95	10	1,757 01	7 29	14
Books and apparatus.....	1,183 99	4 85	10	1,425 62	5 95	11
Printing, etc.....	842 81	3 45	06	882 98	3 65	07
Furniture, etc.....	996 70	4 09	08	1,082 11	4 49	09
Repairs, ordinary.....	1,286 35	5 27	10	1,916 60	7 95	15
Farm.....	188 36	77	02	.....	.....	.....
Water.....	900 00	3 69	07	900 00	3 74	07
Sewage.....	162 00	66	01	312 73	1 29	02
Miscellaneous.....	1,573 72	6 45	12	2,081 87	8 64	17
Salaries and Wages.....	45,569 11	186 76	3 59	61,489 71	255 14	4 91
Railway Fares of Pupils, Lumber for Seats, Hardware, etc., Supplies for Boiler Room.....	1,737 82	7 12	14	1,784 63	7 41	14

Average number of pupils, 1918-19, 244.

Annual cost per pupil, 1918-19, \$392.95.

Weekly cost per pupil, 1918-19, \$7.55.

Average number of pupils, 1919-20, 241.

Annual cost per pupil, 1919-20, \$548.67.

Weekly cost per pupil, 1919-20, \$10.55.

Certified Correct,

J. W. PEARCE,

Bursar.



















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